

# Catalogue Home

*Welcome to the Colgate University online and mobile-friendly catalogue!*

Our online catalogue was designed to provide a more dynamic way to find information about Colgate whether you are a prospective student, currently enrolled, faculty, staff, or community member. We are now able to provide a mobile friendly catalogue.

Copy for this catalogue was prepared as of July 2018 for use in the academic year 2018–2019. This catalogue is not to be regarded as a contract between the student and the university. The university reserves the right to change academic requirements, programs of study, activities, operations, fees, or the announced academic calendar without prior notice.

## Navigating the Catalogue

Departments and Programs: Find information about departments/programs (e.g., faculty, transfer credit, honors information)

Majors and Minors: Find specific information about major/minor requirements

Course Descriptions: Explore all the courses Colgate University has to offer using easy filter and sort options

## Catalogue Icon Features

### Printer-Friendly Version

When this icon appears, you can click on it to open a printer-friendly format of the page.

### Help

When this icon appears, you can click on it to open helpful navigation information.

## Contact Us

If you have any questions or concerns regarding the catalogue, please contact registrar@colgate.edu or 315-228-7408.

# About the University

## Mission

Colgate's mission is to provide a demanding, expansive educational experience to a select group of diverse, talented, intellectually sophisticated students who are capable of challenging themselves, their peers, and their teachers in a setting that brings together living and learning. The purpose of the university is to develop wise, thoughtful, critical thinkers and perceptive leaders by encouraging young men and women to fulfill their potential through residence in a community that values all forms of intellectual rigor and respects the complexity of human understanding.

— from the Mission Statement

## Goals of a Colgate Education

A Colgate education should enable students to:

1. **See themselves honestly and critically within a global and historical perspective:** recognize that their beliefs, identities, interests, and values are in part a reflection of their background, education, and life experiences.
2. **Understand the methodology, modes of thought, content, and discourse of a particular scholarly discipline:** articulate questions for research and craft a coherent argument so as to produce a substantial work in their chosen field.
3. **Conduct interdisciplinary inquiry:** synthesize viewpoints from multiple disciplinary perspectives so as to overcome the limitations of any one perspective.
4. **Appreciate the myriad modes of human creative expression** across time and place.
5. **Investigate human behavior, social relations, and institutions** in order to understand the complex relationship between self and society.
6. **Examine natural phenomena using the methods of science,** and understand the role of science in contemporary society.
7. **Acquire valuable habits of mind:** listen and read well; think critically and creatively; ask challenging questions; gather relevant information and construct cogent arguments to answer them.
8. **Communicate well:** speak and write correctly and precisely; speak and read a second language; present information effectively.
9. **Set an example of ethical behavior in public and in private:** take a principled stand for what they believe and be accountable for their actions; uphold the legal and ethical uses of information.
10. **Be engaged citizens and strive for a just society:** embrace their responsibilities to local, national, and global communities; use their influence for the benefit of others.
11. **Respect nature and the diversity of life on earth:** recognize their individual and collective responsibilities for the stewardship of the earth's resources and the natural environment.
12. **Grow in both confidence and humility:** affirm a set of values while respecting and learning from the diverse perspectives, identities, ways of life, and philosophies of others.
13. **Continue learning beyond college:** sustain a lifelong curiosity and grow in knowledge and wisdom.

## Origin and History

Colgate University's origin dates to 1817 when 13 men — six clergy and seven laymen — met in the frontier settlement of Hamilton to found the Baptist Education Society of the State of New York. To this day Colgate people consider the number 13 a good omen.

The Baptist Education Society was chartered by the state in 1819 and chose Hamilton as the site for its school, which opened in 1820. The Colgate family connection was established in 1823 when Baptists in New York City — soap maker William Colgate among them — consolidated their seminary with the school in Hamilton to form the Hamilton Literary and Theological Institution.

The oldest building on the current campus, West Hall, was built three years later in 1827. By 1834 the institution included preparatory, collegiate, and theological departments. The first students "not having the ministry in view" were admitted in 1839.

A state charter issued in 1846 changed the name to Madison University and established the right to grant degrees. Madison was changed to Colgate in 1890, recognizing nearly 70 years of continuous involvement and service by the Colgate family.

Colgate Academy, the preparatory department, was discontinued in 1912. The theological division merged with Rochester Theological Seminary in 1928 to become Colgate Rochester Divinity School, and Colgate has been non-sectarian since that time. The university became coeducational in 1970.

Colgate today is a highly selective, independent, coeducational liberal arts college enrolling approximately 2,900 undergraduates in programs that lead to a Bachelor of Arts (AB) degree. A small graduate program offers the Master of Arts (MA) and the Master of Arts in Teaching (MAT) degrees.

## Accreditation

Colgate University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, Pennsylvania 19104, 267-284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. Colgate University is also accredited by the American Chemical Society (ACS). All Colgate degree programs are registered by the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, New York 12230, 518-474-5851.

## Curriculum

Fully reaccredited effective June 2018 by the Middle States Association of Colleges and Schools, Colgate offers a curriculum established around four academic divisions — Arts and Humanities, Natural Sciences and Mathematics, Social Sciences, and University Studies. Colgate offers 55 undergraduate majors including several interdisciplinary programs. See Majors and Minors

The academic program consists of courses in the Liberal Arts Common Core, courses in the field of major, electives, and physical education classes. Competency must be demonstrated in a foreign or classical language and in English composition. First-year students enroll in a first-year seminar during the fall term. (See Undergraduate Program.)

Selection of the major is made before the end of the sophomore year from among the departmental majors or the interdisciplinary majors. Optional minors in all department fields are normally declared during the junior year.

Colgate offers a variety of academic experiences with an international emphasis including nine modern and two classical languages as well as more than 20 off-campus study groups, most of them overseas. As part of the liberal arts and sciences program, there are opportunities for honors, independent study, and research. The diversity within the academic program prepares students for many careers and life choices, including professions that require graduate school training.

## Graduate Study

Colgate offers a small graduate program leading to the Master of Arts (MA) in several academic fields and the Master of Arts in Teaching (MAT) degree. (See Graduate Program.)

## The University Community

As a residential university in the village of Hamilton, Colgate is a community where students, faculty, and administrators share the challenges, joys, and responsibilities of learning. Respect for individuals is expected and fostered. Students are represented on both the Academic Affairs Board and the Student Affairs Board, the two major policy-making bodies in the governance system. The liaison committees reporting to the faculty and to the Student Senate are also composed of students, faculty, and administrators. These committees deal with matters ranging from multicultural affairs to the university budget.

Active and constructive participation is the key to Colgate community life. A look at the schedule of events for any given week will reveal many opportunities beyond the classroom, laboratory, and library — music, theater, art, lectures, films, athletics, and more — to suit almost every interest.

## Centers and Institutes

Colgate is home to several centers and institutes that serve the community by providing opportunities for research, service, and intellectual and personal development.

**The Center for Freedom and Western Civilization** seeks to enliven the intellectual discourse among students and faculty on campus by promoting a set of ideals that have their origins in Western civilization but are universal in scope and appeal.

**The Center for International Programs** was established in 2015 and houses the Office of Off-Campus Study and the Lampert Institute for Civic and Global Affairs. Activities that prepare students for their study abroad experience take place in the center, along with events sponsored by international student organizations. The center is a vibrant and flexible space to host events and programs that extend Colgate's reach around the world. With its conference room, lounge, and kitchen, the center serves as a gathering space for students, faculty and staff.

**The Center for Language and Brain** scientifically explores questions regarding neural mechanisms and functions of native and foreign language use and learning.

**The Center for Learning, Teaching, and Research** is dedicated to enhancing learning and teaching in support of students and faculty. It serves as a campus-wide clearinghouse for information and consultation

about the development of academic skills and competencies that support high achievement. The center coordinates tutoring services and arranges one-on-one tutoring and peer-led group learning programs and undergraduate research. The center also has a variety of resources for faculty development, teaching, and scholarship.

**The Center for Women's Studies** located on the ground floor of East Hall, was established in 1991 to extend education on issues of gender and women's studies to the entire Colgate community. The center offers a classroom, offices, and a reading room with books, magazines, journals, and other resources. Dialogue among students, faculty, and staff as well as discussion groups, films, and other outreach programs sponsored by the center enhance the understanding of gender issues and the intellectual development of Colgate students outside the classroom.

**Lampert Institute for Civic and Global Affairs** provides a forum for study and debate in the areas of civic affairs and public leadership, applying insights from the liberal arts to the important challenges facing human beings around the world.

**The Picker Interdisciplinary Science Institute** fosters the creation of new knowledge that is obtainable only through the development of sustained interdisciplinary research.

**The Max Shacknai Center for Outreach, Volunteerism, and Education** (the COVE) was founded in 2001 and is Colgate's center for service, citizenship, and community building. Housed in Lathrop Hall, the COVE supports 40 student-led community-based teams (volunteer groups); offers alternative break opportunities; serves as a resource to faculty for service-learning courses; sponsors an internship program; offers a pre-orientation service program; is involved in campus life initiatives; offers topical, skill-based learning opportunities; raises awareness for local, national, and global social issues; and provides programming in social change-oriented career choices. The goal of the COVE is to foster a commitment to social responsibility and civic engagement within the Colgate community. The COVE includes a lounge, conference room, and staff offices.

**The Shaw Wellness Institute** promotes the holistic development of students and the Colgate community.

**The Upstate Institute** promotes a better understanding of the cultural, social, economic, and environmental resources of Upstate New York.

**Writing and Speaking Center** provides one-on-one peer assistance with writing projects and oral presentations from across the disciplines. Writers and speakers of all levels and abilities are welcome, with no referral necessary, and students may visit at any stage of the composing process, from initial brainstorming of ideas to review of a full draft or presentation. Appointments and walk-in hours are available at several campus locations each semester.

## Students

Colgate is a community of approximately 2,900 students — a size that support a richer variety of opportunities than would be possible within the context of a smaller college. The university seeks to admit individuals who are able and motivated to complete the academic program and who represent a diversity of talents and backgrounds that contribute to and enrich the campus community. Special promise in particular areas, such as art, music, theater, and athletics, is sought along with demonstrated academic achievement. Since 1967, academically and economically disadvantaged students with strong potential have been recruited and admitted to Colgate under the auspices of the Office of Undergraduate Studies.

## Faculty

The principal purpose of the university is undergraduate education, and all faculty members have teaching as their primary responsibility. Courses are taught by faculty members, not graduate students. Students and faculty share in the vigorous pursuit of learning, both inside and outside the classroom.

Colgate faculty members are productive artists, authors, and scholars whose professional work is important not only for the advancement of knowledge but also as a means by which teaching is continually refreshed and revitalized.

Interdisciplinary cooperation, exploration, and programming among faculty, as well as the university's commitment to undergraduate teaching and to the goals of academic freedom and excellence, make Colgate's teaching and learning experience outstanding.

## Alumni

Colgate's nearly 33,500 living alumni are particularly notable for their loyalty and have a tradition of strong engagement and philanthropic support. Their achievements as distinguished graduates in almost every field continually enhance Colgate's reputation.

Many alumni maintain an active interest in university affairs through admission recruitment, career advising, fundraising, reunions, speaking engagements on campus, Colgate publications, and more than 60 active district clubs around the world.

## The Campus

Colgate University is located in the historic village of Hamilton, at the northern end of the Chenango Valley in upstate New York. Picturesque Hamilton, with a population of approximately 3,500, is centered on a village green. Students frequently shop in the village, although many resources are available to them right on the campus. The nearly 600 acres of the campus rise from the valley floor and village edge to a forested hill

## Academic Buildings

**Alumni Hall**, erected in 1860 and extensively renovated in 1965, is home to the Departments of History and Sociology and Anthropology, the Africana and Latin American Studies Program, the Peace and Conflict Studies Program, and the Native American Studies Program.

**The Longyear Museum of Anthropology** is maintained by the Department of Sociology and Anthropology as a teaching museum. The collection of archaeological, ethnological, and artistic materials, primarily relating to the Americas and Africa, includes the Mortimer C. Howe Collection of American Indian artifacts; the Herbert W. Bigford, William Bennett, and Theodore Whitney collections of Oneida Indian and pre-Iroquois archaeology; contemporary paintings, drawings, prints, and mixed media works by Canadian First Nations artists; and the Herman Copen Collection of African art.

**Benton Hall**, opened in 2018, houses Career Services, Fellowships and Scholarships, and Thought Into Action. Funded exclusively through the support of Colgate's alumni and parents, this facility provides 18,500 square feet of interactive advising, teaching, and programming space for campus.

**The Dana Arts Center** houses the Department of Music and theater and The Picker Art Gallery. The building was constructed in 1965.

**The Picker Art Gallery** is on the second and third floors of the Dana Arts Center and offers frequent traveling exhibitions of international scope, as well as exhibitions of antiquity, Asian, African, Old Master, and 20th-century works from its permanent collection.

**Brehmer Theater** is the setting, each year, for up to 10 theater productions, each staged as many as six or seven times, as well as concerts and lecture events.

**Hascall Hall**, on the academic quadrangle, is the office and classroom building for the Department of Philosophy. Built in 1884, it stands as a distinctive example of the Romanesque Revival style of architecture and is listed in the National Register of Historic Places.

**The Robert H.N. Ho Science Center**, which opened in fall 2007, houses the environmental studies, geography, geology, and physics and astronomy departments and programs, and part of the biology department. The building is designed to enhance the sciences, encourage multidisciplinary fields of study, promote collaborative learning, and recognize the importance of community outreach. Named in honor of Robert Hung-Ngai Ho '56, the science center features several classrooms and teaching laboratories, the Robert M. Linsley Geology Museum, numerous faculty and student research spaces, a modern greenhouse, a planetarium and 3D-visualization classroom, and a geographic information systems laboratory.

**The Robert M. Linsley Geology Museum** exhibits geology collections including the Edward Lathrop, J.H. TenEyck Burr, John H. Vosburgh, and William Urban collections of minerals and gems, and the G. Arthur Cooper and Ledyard Lincklaen collection of Devonian fossils.

**The Ho Tung Visualization Lab** is a digital theater and planetarium for immersive learning and research experiences.

**Lathrop Hall**, built in 1906, was remodeled and enlarged in 1971, and renovated in stages from 2010 to 2012. The building includes classrooms, lecture halls, and office space for the Division of University Studies, the department of writing and rhetoric, and the department of English. The Writing and Speaking Center, the Upstate Institute, the COVE, Colgate Speaking Union, Center for Learning, Teaching, and Research, the office of equity and diversity, and offices for Benton Scholars, sustainability, and the registrar are also located in Lathrop Hall.

**Lawrence Hall** was erected in 1926 and renovated most recently in 1996–97. The Departments of the Classics, East Asian Languages and Literatures, German, Religion, Romance Languages and Literatures, and interdisciplinary programs in Jewish Studies, Middle Eastern and Islamic Studies, and Russian and Eurasian Studies, as well as the Division of the Arts and Humanities office, are in this building. The Max Kade German Center, the W.H. Gifford Classics Center, the Japan Studies Center, the Russian Center, the Robert Ho Center for Chinese Studies, and the Robert Ho Lecture Room are named spaces located in Lawrence Hall.

**The W.M. Keck Humanities Resource Center** features state-of-the-art technology to facilitate the study of language, culture, and humanities.

**The Colgate University Press**, founded in 1964 by seven members of the faculty, publishes at a modest, self-supporting rate.

**Little Hall**, completed in 2001, is home to the Department of Art and Art History. It contains studio art and art history classrooms and faculty offices, as well as the Stilwill Library, a slide library, Clifford Art Gallery, and Golden Auditorium, which offers state-of-the-art projection capabilities. Studios located in the building include printmaking, video, drawing, and digital art. An outdoor sculpture court connects the facility with the Eric J. Ryan Studio building.

**McGregory Hall** was erected in 1930 and renovated in 1981 with additional extensive renovations completed in 2015. The building provides space for the Departments of Computer Science and Mathematics, the Cooley Science Library, Center for International Programs, and offices for the dean of the faculty, dean of the college, fellowships office, and institutional planning and research.

**The Foggy Bottom Observatory**, located above the campus buildings, contains a 16-inch reflector telescope, used on more than 100 nights each year for course instruction and faculty/student research. This and several smaller telescopes are used by students in introductory classes for observing stars, planets, and nebulae, and by upper-level students for research studies of quasars, galaxies, and supernova explosions.

**Olin Hall**, completed in 1971 and extensively renovated and enlarged in 1990, contains classrooms, teaching and research laboratories, and offices for the Departments of Biology and Psychology. The building houses state-of-the-art facilities and equipment, quarters for housing both warm- and cold-blooded animals, individual experimental rooms for psychology, a microscopy suite, and Love Auditorium. A new museum facility contains the **George R. Cooley Herbarium** collections, many of them from Mr. Cooley, a member of the Class of 1921, as well as vertebrate and invertebrate specimens from locations near and far.

**Persson Hall**, built in 1994, houses the Departments of Economics, Educational Studies, and Political Science, as well as the Division of Social Sciences office. It features a glassed-in bridge spanning one of the main pedestrian pathways connecting the upper and lower campus.

**The Eric J. Ryan Studio** building, connected to Little Hall, opened in 1974 and provides facilities for teaching studio art and theater. It contains studios for painting, sculpture, and photography, as well as rehearsal rooms for drama and jazz.

**Wynn Hall**, the chemical sciences building, opened in 1979, is connected by tunnels to the other science buildings on campus. There are laboratories, class and seminar rooms, and departmental offices, as well as the health sciences advising office.

## The Libraries

**The Case Library and Geyer Center for Information Technology** opened in March 2007. The Case library serves the arts and humanities, social sciences, interdisciplinary areas, and university studies. The Geyer Center for Information Technology serves the computing and technology needs of the entire Colgate community. The five-story, 151,000-square-foot structure brings together the university's print, media, and digital resources. The result is an interactive, user-friendly facility supporting the collaborative learning central to study in the liberal arts. Its atrium provides natural light throughout the building and shows the library's centrality in the life of the University while its four reading rooms celebrate Colgate's sense of place with northern-looking vistas on the Chenango Valley. Decades of collection growth will utilize the library automated storage and retrieval (LASR) system, which can hold 550,000 volumes, all conveniently assessed through the library online catalog.

**Collections** The library supports student and faculty research with a collection of approximately 832,561 print book/periodical volumes, 668,260 ebooks, and 131,606 print and digital periodicals. Maps, state and U.S. government documents, audio recordings, and 15,340 films round out the collections. Membership in the ConnectNY library consortium provides 72-hour access to items from a combined collection of over 5 million titles.

The library web page, [cul.colgate.edu](http://cul.colgate.edu), features access to broad range of information resources and guides to collections and services. Students, faculty, and staff can find books and media, search 286 databases, check the location and status of specific items, request items from other libraries, chat with or text a reference librarian, and request personalized research assistance.



**Services** Reference librarians provide personalized assistance in finding and assessing information resources at the reference desk by e-mail, via chat, and through personal research consultations. Librarians provide information literacy instruction sessions coordinated with courses. Interlibrary loan service provides ready access to resources beyond the Colgate libraries' collections. Faculty may put materials on reserve for students' convenient access.

**Facilities** The Case Library and Geyer Center for Information Technology includes state-of-the-art facilities for research and scholarship.

The level five Learning Commons provides a wide array of user spaces including a café, 24-hour study space, service desk, Batza Meeting Room, Cronin Learning Lab, Grover-Hargrove Digital Learning and Media Center, group study rooms, seminar rooms, and a reading room with a beautiful view of Taylor Lake. Level 4 provides a variety of study spaces, books and periodicals.

On the level three main corridor, staff members provide user assistance at the Circulation Desk, Reference Help Desk, and IT Service Desk. Computers, scanners, printers, photocopiers and microform reader-printers are available for use.

Level one houses government documents and audio and video recording studios. The Special Collections Department on level two houses major collections on Joseph Conrad and George Bernard Shaw, rare books, University Archives, a wide range of historical and biographical materials relating to alumni and faculty and significant collections of Hamilton and Madison County history. Level two includes study space and books.

**The George R. Cooley Science Library** in McGregor Hall was renovated in 2015. The library serves the natural sciences, mathematics, computer science, and psychology. It provides print science collections, study spaces, course reserves, and specialized research assistance.

## Other Colgate Facilities

**The ALANA Cultural Center** fosters understanding and appreciation of Africana, Latin American, Asian American, and Native American cultures, struggles, and accomplishments. Sponsoring extensive programming throughout the year, the center collaborates with both ALANA student organizations and academic programs concerned with multicultural issues and education. The center offers a computer room, kitchen, lounge/study area, and several seminar/meeting rooms, and serves as a gathering place for students.

**The Bewkes Center**, a 140-acre family farm located a few miles west of the campus, was the gift of E. Garrett Bewkes Jr. '48. The property includes a 19th-century stone house, an 11-acre pond, and a cottage. It is used for student ecological, environmental, meteorological, and geological research, for employee recreation, and as a conference center.

**Chapel House** provides a meditative environment for the study of religious books, art, and music. There is a library of several thousand volumes; works of religious art by Buddhist, Christian, Confucian, Hindu, Jewish, and Muslim artists; a collection of recorded religious music; a chapel; six guest rooms; and a dining room where meals are served to resident guests.

**The James B. Colgate Administration Building**, built as the college library in 1890, became an office building in 1964. In this building are the Hurwitz Admissions Center, and financial aid department, as well as other administrative offices including the president's; finance and administration, accounting and control, budget and decision support, and community affairs and auxiliary services; corporate, foundation, and government relations

**The James C. Colgate Student Union**, located on the lower campus, was built in 1937 and renovated in 1985. It houses meeting rooms and offices for student organizations, rehearsal and performance space, Donovan's pub, a game room, student publications, a student television studio, and the Hall of Presidents for student concerts and events.

**The Colgate Bookstore**, the largest independent bookstore in central New York, is located one mile from campus, in downtown Hamilton. It provides all of the course books that students need for classes and a large selection of general books. The bookstore also offers a diverse selection of high-quality Colgate clothing and gifts; a full-service computer department; and a large selection of school, art, and dorm supplies. Rounding out the offerings are extensive community programming, comfortable seating, and wireless Internet access throughout the store. The bookstore is a point of convenient access to the free campus shuttle.

**The Colgate Inn** on the village green serves the university and the community as a gathering place for meals, events, and meetings and provides hotel accommodations for visitors.

**Conant House** is dedicated to the Office of Counseling and Psychological Services.

**1 Madison Street** and **14 Utica Street** in the village of Hamilton house the Division of Institutional Advancement.

**88 Hamilton Street** houses the Campus Safety Department.

**Curtiss E. Frank Dining Hall**, built in 1984, is open 24 hours/day seven days/week and serves students who live in residence halls and is open to all in the Colgate community.

**The Hamilton Theater** provides diverse film programming for the community, preserving and enhancing the historic tradition of the theater as a community resource.

**Memorial Chapel** is used for chapel and University Church services, convocations, concerts, and lectures. The basement houses a small ecumenical chapel and seminar area, a meeting/assembly/warm-up area, offices, and music practice units. The building was erected in 1918 as a memorial to James B. Colgate by his daughter, Mary Colgate.

**Merrill House**, built in 1899, was a gift of James B. Colgate. It houses the offices of communications and planning, design, and construction, as well as a faculty/staff dining service with gathering spaces for receptions and small meetings.

**O'Connor Student Center** (the "Coop") is the primary hub for out-of-class student activity on campus providing a comfortable informal dining area. The Coop also houses the Center for Leadership and Student Involvement, Student Government Association, Colgate Activities Board, a small convenience store, student travel agency, community lounge space, campus mail facility, WRCU radio station, university printing, and a public computer center.

**The Palace Theater** in the village of Hamilton is an alternative entertainment venue for the Colgate and the Hamilton community providing a focus on performing arts, music, dance, and multimedia entertainment.

**Raab House** (formerly Watson House) was renamed in 2011 following a generous gift from trustee emeritus Kirk '59 P'12'12 and Maryann Raab to renovate the house. The house, built in 1962 as a residence for the president of Colgate, was originally the gift of Mrs. Thomas Watson.

**The Michael Saperstein Jewish Center**, built in 1993, provides a setting for weekly Shabbat services, Passover seders, and observance of Jewish holidays. It is equipped with a kosher kitchen. The center offers lectures by speakers of international renown and social and educational opportunities for all students interested in Jewish religious and cultural life, and serves as a lounge and meeting space.

**The Paul J. Schupf Studio Art Center**, located in a renovated building in downtown Hamilton, provides approximately 8,000 square feet of studio space for faculty and students.

**Spear House**, built in 1835 by Joel Smith Bacon, Professor of Mathematics and Natural Philosophy and Intellectual and Moral Philosophy, houses the Center for Career Services.

**Student Residences and Athletics Facilities** are described in Residential Life.

## Information Technology Services

Colgate Information Technology Services (ITS) provides an array of computing and technology resources for every member of the community. Our service portfolio includes the essentials of end user support, desktop and public computing, Internet services, information security, learning technologies, research and high performance computing, management of the big systems that help run the business of the university, and helping our colleagues use and make sense of data.

**ITS Service Desk** Located on the third floor of Case-Geyer. For more information about services and hours visit the ITS web page, [colgate.edu/information-technology](http://colgate.edu/information-technology). Students and staff can also call 315-228-7111 or e-mail [itshelp@colgate.edu](mailto:itshelp@colgate.edu).

### Public Computing Resources

**O'Connor Lab** Located on the ground level of O'Connor Campus Center. The lab offers computers with a variety of productivity software as well as printers and scanners. Student assistants are available when the lab is open to maintain the printers in the lab and assist with general computing questions.

**The Case-Geyer Library and Center for Information Technology** has 103 public computers available for use by members of the Colgate community. The workstations and printers for public use are located mainly on the 3rd and 5th floors and are available whenever the building is open. There are student assistants and professional staff available to assist with printers and general computing questions at the ITS Service Desk on the 3rd floor.

**Cooley Science Library** has 22 public computers available for use by members of the Colgate community. The workstations and printers for public use are located within the Science Library and are available whenever the library is open.

**Departmental Labs** Academic departments maintain specialized computer labs for use by permission that offer students access to advanced software and discipline-specific equipment. Departmental lab configurations and access policies vary by department. Check with individual academic departments for details on using these discipline-specific resources.

**Internet Access** Most areas of campus, including student residential spaces, academic and administrative buildings, many athletic facilities, and outdoor spaces have wireless internet access. Members of the Colgate community can join the secure eduroam network using their Colgate e-mail address and password. For devices that do not support highly secure networks, like game systems and media streaming devices, we offer the Colgate Gaming and Media network. Guests of the University are welcome to join the Colgate Guest network for basic Internet access for web and e-mail.

**Special Support for Teaching, Learning and Research** The Learning and Applied Innovation team provides coordinated support to faculty, students and staff who wish to use current and emerging technologies to develop more creative connections among teaching, learning, and technology. Visit our team

of instructional design and training professionals on the 3rd floor of Case Geyer. Check in at the service desk or follow signs to the Learning and Applied Innovation Suite.

**Classroom Technology** Virtually all of Colgate's classrooms include computer and presentation technology. The vast majority of learning spaces are outfitted with 1080p projectors or large LCD TVs, Mac and/or Windows computers with the latest operating system, modern control systems, Blu-ray/DVD playback capabilities, and laptop connections (VGA and HDMI). Classroom computers are connected via fast network switches to the Internet and network resources.

The Classroom, Digital Media and Events department, within Information Technology Services, is staffed with Classroom and Event Specialists to respond to classroom emergencies, augment capabilities, and maintain the 113 classrooms on the Colgate campus and over 90 meeting and event spaces across Colgate properties.

### **Unique and Innovative Resources**

- Case Library and Geyer Center for Information Technology Services is home to the Anita Grover '74 and Tom Hargrove P'14 Digital Learning and Media Center (DLMC) and professional audio and video studios. Opened in fall 2012, the DLMC is a collaborative studio for digital media creation and manipulation. Located in the Learning Commons on level five, the DLMC houses 16 Macintosh workstations and serves as both a classroom for formal instruction and a lab for individual student work.
- The video and audio studios, on level one of Case-Geyer, house professional equipment capable of producing high-end audio and video productions.
- In Lawrence Hall, the W.M. Keck Humanities Resource Center provides technologies and staff support for language learning and instruction.
- The Hub is a collection of resources (3D printers, scanners, drones, and microcontrollers) that support the Colgate community in the exploration of "maker" technologies that can enhance teaching, learning, research, and creative work. The Learning & Applied Innovation group strives to foster an environment of collaboration, experimentation, creativity, and innovation among students, faculty, and staff, [hub.colgate.edu](http://hub.colgate.edu).

**Media Collection, Support and Equipment Checkout** In the Case-Geyer building, faculty, staff, and students have access to an extensive media collection and can borrow many types of computing and media equipment. Members of the Colgate community can check out high-end laptops, digital cameras, audio recording devices, and digital video cameras for on- and off-campus curricular work and research (all based on availability).

**Web-Based Services** Colgate's main website, [colgate.edu](http://colgate.edu), offers important information to a variety of constituencies including prospective and current students and parents. The university mobile app also provides the latest university news, campus directions, contact directories, area information, dining menus, and Colgate Cruiser bus schedules.

The university provides students, faculty, and staff anywhere/anytime access to a variety of web-based services through our web portal, [portal.colgate.edu](http://portal.colgate.edu). E-mail, calendar, course registration and records, directories, textbook orders, online technology courses, library catalogues, indexes, databases, and full-text resources.

**Data Support** Located on the 5th floor of Case-Geyer, the Data Analytics and Decision Support team helps faculty, staff, and students work with datasets, reports, dashboards and data visualizations.

**Cable Television** Cable television service is provided free of charge in all Colgate-owned residence hall rooms and many common areas. (Televisions are not provided).

**Instructional Support** The academic technology group and the Collaboration for Enhanced Learning (CEL) provides coordinated support to faculty who wish to utilize current and emerging technologies to develop more creative connections among teaching, learning, and technology. In the Case-Geyer building, faculty, staff, and students have access to an extensive media collection. Facilities for media editing and viewing are also available. Members of the Colgate community also have access to high-end laptops, digital cameras, audio recording devices, and digital video cameras for on- and off-campus curricular work and research. ITS also provides support for general computing problems or questions, technology planning, and course-related projects and research.

**Student Jobs** ITS is one of the largest student employers on campus. Students earn money and gain work experience as part of the ITS student staff. Our student workers help run the ITS Service Desk, support special events, work in the Visualization lab, collaborate on our development and operations staffs, and more. Student workers have the opportunity to work with new and exciting technology while also learning important work skills, people skills, and management skills as student supervisors.

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# Undergraduate Program

## The Academic Program

Colgate's curriculum includes a wide range of study opportunities in the arts, natural sciences, and social sciences. It is structured to provide a well-rounded liberal arts education and to prepare students for graduate and professional schools. A student's academic program consists of courses in the Liberal Arts Core Curriculum, courses in the field of major, electives, and physical education classes. There are 55 majors offered, several of which are interdisciplinary in nature and offer honors programs. Qualified students are encouraged to participate in one of Colgate's more than 20 off-campus study groups. Other academic options include independent study courses, guided research, and approved off-campus (non-Colgate) study programs.

## The Academic Curriculum

The following sections describe important features of the curriculum. For more specific course requirements see Majors and Minors.

## Academic Credit

Academic credit toward the Colgate degree is expressed in terms of course credits. Most courses taken at Colgate carry one course credit (1.00) or the equivalent of four credits on the semester-hour basis. Fractional credit (0.25 or 0.50) is awarded for academic opportunities that do not fit easily into the standard one course/one credit structure. Fractional credit of 0.25 or 0.50 may be awarded for two types of courses: (1) *stand-alone fractional credit courses* that have a clear intellectual rationale independent from other courses (e.g., approved half-semester courses, independent study/research); and (2) *add-on fractional credit courses* comprising components that intellectually engage students in ways that extend beyond the content of the full-credit course to which they are attached (e.g., laboratories, service learning, extended study, and performance). Add-on fractional credit may be either required or optional. *A maximum of 2.00 course credits from add-on fractional credit courses may count toward the 32-course credit graduation requirement.* There is no limitation on the number of stand-alone fractional credit courses that may count toward graduation.

All fractional credit courses receive separate grades. One-half credit courses are equivalent to two credits on the semester-hour basis and are indicated as 0.50 on the academic record. One-quarter credit courses are equivalent to one credit on the semester-hour basis and are indicated as 0.25 on the academic record.

As used in the catalogue, the term "course" means a full (1.00) course credit, as distinguished from fractional credit courses. All laboratories included in course descriptions as bearing academic credit carry 0.25 course credits, unless noted otherwise.

## Curricular Requirements for Graduation

Students must complete a minimum of 32.00 course credits (with a minimum cumulative grade point average of 2.00) and requirements for the Liberal Arts Core Curriculum, a major, and foreign language and writing (if stipulated upon admission). Additional requirements, including residency and physical education, are described in Academic Regulations.

## The Liberal Arts Core Curriculum: Crossing Boundaries

Crossing Boundaries is the theme of Colgate's Liberal Arts Core Curriculum. The Core asks students to confront questions of identity, culture, and knowledge across intellectual boundaries. The Core crosses temporal and socio-political boundaries, as well as the boundaries of academic divisions and disciplines. It also emphasizes the capacities that are essential to a liberal arts education: critical reading and thinking, effective writing, being able to move from the specific to the general and back, understanding diverse perspectives, and an overall sense of intellectual wonder.

By having a Core, Colgate affirms the centrality of a common experience for our students as they grapple with enduring questions at the heart of a liberal arts education. That common experience takes seriously classic texts as well as multiculturalism and globalization, the importance of the past as well as the contemporary moment, the relevance of modern science and technology as well as the humanities. In sum, the Core asks students to think in integrative cross-disciplinary ways about their world and themselves.

## Common Core

Four inter-related components - *Legacies of the Ancient World*, *Challenges of Modernity*, *Scientific Perspectives on the World*, and *Communities and Identities* - constitute the *Common Core*. These courses provide contexts for engagement in cross-disciplinary conversation. They educate students in complementary ways about the origins, beliefs, traditions, social patterns, and profound ideas that shaped their own and other cultures, helping students see themselves honestly and critically within a diverse global and historical perspective. These courses also help students appreciate how an emerging global community can be transformed in dynamic and significant ways by advances in science and technology and by the rapid transmission of information, ideas, and practices.

The first two components are taught by faculty members from across the University who work together to develop these courses: all sections of these two courses share common texts. *Legacies of the Ancient World* explores ancient texts that have given rise to philosophical, political, religious, and artistic traditions that continue to influence academic and intellectual discourse and critical thought. In *Challenges of Modernity*, students and faculty explore a variety of texts that contributed to, or engaged with, the ideas and phenomena central to the intellectual legacy to which we and our students are heirs.

Scientific Perspectives on the World (SP) courses engage issues of broader social significance that require scientific literacy. These courses are multi-disciplinary in focus: the topics of the SP courses span the study of the physical world, biological processes, human behavior, mathematical methods, and technological innovations. Students fulfill their SP requirement by successfully completing one of the courses listed in the CORE: Scientific Perspectives on the World type in Course Descriptions.

Courses in the Communities and Identities (CI) component provide students with a multi-layered understanding of identities, cultures, and human experiences in particular geographically distinct



communities and regions of the world. Students fulfill their CI requirement by successfully completing one of the courses listed in the CORE: Communities and Identities type in Course Descriptions.

These four Common Core courses are not sequential. Students may take the four required core courses in any order, but are expected to complete the four common core courses by the end of their sophomore year. Exceptions may be made for students completing certain programs (for example, pre-medical study) and for students with special individual circumstances. Students who have not completed the four common core courses by the end of the second year are required to obtain permission of the course instructor to enroll as juniors or seniors in core courses.

## Areas of Inquiry

Beyond the four common core courses, the Areas of Inquiry requirement is designed to foster breadth. Students take six additional courses from a range of disciplines with focus in certain areas. The curriculum is divided into three Areas of Inquiry: Human Thought and Expression; Social Relations, Institutions, and Agents; and Natural Sciences and Mathematics. A student will fulfill the Areas of Inquiry requirement by taking two courses from two different departments or programs in each of the areas:

### Human Thought and Expression

Courses in this component develop an understanding of what it means to be human: they focus on cultural and intellectual expressions throughout time. Most courses from the following departments/programs satisfy this area requirement: Art and Art History, the Classics, East Asian Languages and Literatures, English, German, Jewish Studies, Music, Philosophy, Religion, Romance Languages, Theater, and Writing and Rhetoric. Approved courses from other departments and programs (see the description of university studies below) may also satisfy the Human Thought and Expression Area of Inquiry requirement.

### Social Relations, Institutions, and Agents

Courses in this component expose students to the study of social order and human behavior in societies of the past and present. Most courses from the following departments satisfy this requirement: Economics, Educational Studies, Geography, History, Political Science, and Sociology and Anthropology. Approved courses from other departments and programs may also satisfy the Social Relations, Institutions, and Agents Areas of Inquiry requirement.

### Natural Sciences and Mathematics

Courses in this component apply theoretical and empirical methods to the study of living organisms, the physical world, and abstract and practical mathematics. Most courses from the following departments satisfy this requirement: Biology, Chemistry, Computer Science, Geology, Mathematics, Physics and Astronomy, and Psychology, and several physical geography. Approved courses from other departments and programs may also satisfy the Natural Sciences and Mathematics Areas of Inquiry requirement.

Students are encouraged to explore the range of departmental and programmatic offerings through the six-course Areas of Inquiry requirement early in their studies at Colgate. This can be helpful in making decisions about majors and minors. First- and second-year students should take the Areas of Inquiry requirement into account as they plan their programs. Areas of Inquiry courses can count toward the major or minor.

*Students should note that the Areas of Inquiry requirement cannot be fulfilled by Advanced Placement credits or other pre-matriculation credit. Neither can this requirement be fulfilled by courses taken during a*

*summer or winter/January intersession term, unless under exceptional circumstances and with permission of the department chair, division director, and associate dean of the faculty.*

## University Studies

As noted, approved courses from interdisciplinary programs can fulfill the Areas of Inquiry requirement. The Division of University Studies houses interdisciplinary programs in Africana and Latin American Studies; Asian Studies; Environmental Studies; Film and Media Studies; Jewish Studies; Lesbian, Gay, Bisexual, Transgender, and Queer Studies; Linguistics; Medieval and Renaissance Studies; Middle Eastern and Islamic Studies; Native American Studies; Peace and Conflict Studies; Russian and Eurasian Studies; and Women's Studies. It also houses the Department of Writing and Rhetoric and the Liberal Arts Core Curriculum.

## Global Engagements

The Global Engagements (GE) requirement, furthers students' understanding of the complex and diverse world in which they live. Global Engagements courses provide students with an opportunity to analyze and debate the conditions and consequences of intercultural interaction, both in the United States and in the broader world, so that they will be prepared to confront responsibly the challenges of the 21st century. Courses in this component are drawn from departments and programs across the University; all inquire into the ways that people respond to and seek meaning in multicultural national and international contexts. These courses are identified in the registration materials available each semester. A course taken to fulfill GE credit may also fulfill an Areas of Inquiry and/or major/minor requirements.

In summary, the required Liberal Arts Core Curriculum has the following structure:

### Common Core Courses

- Legacies of the Ancient World
- Challenges of Modernity
- Scientific Perspective on the World
- Communities and Identities

### Areas of Inquiry

- Human Thought and Expression (2 courses)
- Social Relations, Institutions, and Agents (2 courses)
- Natural Sciences and Mathematics (2 courses)

### Global Engagements

## Distinction Seminar in the Liberal Arts Core

An optional component of the Liberal Arts Core program is the Distinction Seminar in the Liberal Arts Core. The goal of the distinction seminar is to complement honors work in departments and programs by giving students the opportunity to reflect on the broader, interdisciplinary contexts of their honors projects. This option is open to students who have completed their Core requirements with the requisite average grade.

For additional information see the Liberal Arts Common Core

## Language Requirement

Foreign language competence is of critical value in understanding today's world. In addition, language skills are required by many graduate schools and may be necessary to qualify for certain professional positions, particularly in today's global economy.

The graduation requirement of competence in a foreign or classical language may be demonstrated in one of three ways:

1. by successfully completing at least three years of study of one foreign or classical language (through the third level) in a secondary school prior to enrolling at Colgate;
2. by demonstrating basic language skills as measured by tested proficiency (e.g., a score of 580 or better on the SAT Subject Tests in a foreign or classical language);
3. by successfully completing the study of a foreign or classical language at Colgate through at least one term at the intermediate level.

*Students are expected to complete the language requirement by the end of the fourth term at Colgate. A registration hold will be placed on the record of a student who fails to satisfy the requirement by this time. The student will be required to register for an appropriate course in the fifth term. The registration hold will remain in place until the requirement has been satisfied.*

Language study is also required prior to participation in some of Colgate's off-campus study groups.

## First-Year Seminars

*Director Frey*

First-year seminars (FSEMs) are designed to introduce students to a variety of liberal arts topics, skills, and ways of learning, including the importance of academic integrity. The FSEM emphasizes all aspects of the learning process including the exploration of individual needs and strengths, interactions with classmates, and the multiplicity of resources beyond the classroom. Special emphasis is placed on improving writing skills and using the library's many resources. The merging of these elements into a single course provides a prime opportunity for the student to obtain a breadth of college-level experience and academic perspective. Many first-year seminars will earn credit within the Liberal Arts Core Curriculum, including Areas of Inquiry. FSEMs are listed each year in the first-year student registration materials.

## Foreign Languages Across the Curriculum (FLAC)

Colgate University seeks to create an international ethos for the liberal arts by expanding the range of curricular settings in which students and professors can develop and use foreign language skills. Beyond the foreign language departments, faculty in various departments and programs encourage the use of foreign language materials in their curricula, and certain courses - such as literature in translation - offer FLAC sections in which students can engage with the material in the relevant foreign language.

## Major Programs

Students investigate a body of knowledge in depth in a major. An official major must be selected and filed in the Office of the Registrar in the second term of the sophomore year. Students who fail to declare a major by the announced deadline will not be permitted to register for the upcoming term. A student may subsequently change majors with the approval of the new department chair or program director and the filing of a new

declaration of major form with the registrar. Most major programs are centered on a single discipline and supervised by one academic department; however, a number of interdisciplinary majors permit students to major in a subject that involves several related departments. Some even cross divisional boundaries. A minimum grade of C- in introductory courses is normally needed for admission to a major. For graduation, the minimum grade point average (GPA) required for courses counted toward the major is 2.00 (C).

The major program includes at least eight courses. Most departments or programs also require a senior-level seminar or research course or independent study.

Students may pursue a double major, a major and a minor, or a major and two minors. No more than two majors, one major and one minor, or a major and two minors, may be recorded on a student's transcript. Students should see Majors and Minors for an alphabetical list.

## Bachelor of Arts Degree (AB) Programs

The major programs are approved by the Dean's Advisory Council and registered officially with the New York State Education Department. Specific major and honors requirements are found in Majors and Minors.

### Double Major

Some students elect to fulfill the requirements for two separate majors. This choice helps focus the plan of study but greatly reduces one's freedom in electing courses each semester.

Students wishing to declare a second major must formally file their plan with the registrar by the end of full-term course withdrawal period in the first term of the senior year.

The form filed first will be considered the primary major, unless the registrar is informed that the second form filed is to be the primary major. Students who elect to complete a double major must let each supervising department or program know that a second major is being pursued.

A course may be used to satisfy requirements in both majors. A student will only be considered to have completed a double major when at least seven of the courses completed in fulfillment of *each* major are unique. If the primary major requires cognate courses (which must be taken but which are not actually considered part of the major), these cognate courses may be counted toward the second major. The minimum GPA of 2.00, required for completion of the primary major, also applies to a second major.

### Topical Majors

Topical majors allow students, with the advice of a faculty adviser, to design an independent, interdisciplinary course of study outside the existing department and program structure. Topical majors are used for student major programs that encompass courses from more than one department or program. The three topical major programs are in Arts and Humanities, Natural Science, and Social Sciences. Although administered at the divisional level, some topical majors may cross divisional lines. Topical major programs are approved by the respective division directors. In all cases, Colgate's general requirements for graduation will apply. Topical majors are described under their respective divisions within the alphabetical order of Majors and Minors.

## Minor

Every department and nearly every program at Colgate offers an optional minor consisting of at least five designated courses or types of courses. A major and a minor may have overlap of course requirements, but at least seven courses must be unique to the major and at least four courses must be unique to each minor. Minors should include coursework at the intermediate or advanced level. A minimum GPA of 2.00 (C) is required in all courses counted toward a minor. Minors must be filed with the registrar by the end of full-term withdrawal period in the first term of the senior year. No student may declare a minor in the same field as the student's major.

## Academic Advising

Faculty advising can be essential to a student's success and sense of satisfaction with the academic program. Colgate recognizes that academic advising needs can be diverse, and individual expectations and requirements often change with time. Effective advising develops in a timely fashion when students take the responsibility of reading this catalogue and the Colgate Student Handbook, and seek assistance early and often.

Academic advising typically follows this pattern during the four years at Colgate:

### Prior to the first semester

Students select courses for the first semester during July, prior to their arrival on campus for the fall orientation program. At this point the first-year web pages, and summer pre-matriculation faculty advisers serve as the primary resources for academic planning and course selection.

### The First Semester - Course-Based Advising

One of the four courses that each student selects for the first semester is a first-year seminar. The instructor for this course serves as the faculty adviser for each student enrolled in the seminar. During the first-year orientation program, students meet with their faculty advisers in individual advising sessions and review their fall course schedules.

Throughout the semester, the faculty adviser serves as an important source of counsel and guidance, gives information on course withdrawal and registration for spring term, and monitors midterm reports. Each semester, students are required to consult with their academic advisers prior to registration.

### The Second and Third Semesters - Transition Advising

The advising relationship with the first-year seminar instructor usually continues until a major is selected. Students may change their official advisers by completing a form available from the Office of the Registrar.

### The Fourth Semester - Declaration of the Major

In spring semester of the sophomore year, each student must declare a major by completing a form to be turned in at the Office of the Registrar. The student chooses or is assigned a major adviser at this time. The

major adviser is a mentor who advises students about requirements in the context of a sound, comprehensive academic program.

## The Administration's Role in Academic Advising

The academic advising program is administered by the Office of the Dean of the Faculty and Provost. Questions, concerns, and suggestions about academic advising at Colgate should be directed to the director of academic support and disability services in the Center for Learning, Teaching, and Research.

## Honors and Awards

Colgate University encourages students to strive for excellence in their chosen fields of academic endeavor and honors those who achieve distinction in their academic performance.

### Honors in Major

Students who earn honors in their majors have so mastered their disciplines that they are able to complete with distinction original work appropriate to their chosen fields of study. While specific requirements differ, all majors (except topical majors) offer the opportunity to pursue honors or high honors. Most major honors require completion of department or program courses with a designated grade point average (GPA) as well as a project designed and pursued independently under the guidance of a faculty sponsor. Departments and programs will determine whether the oral presentation and/or written reports are of a quality appropriate for honors. For details consult the departmental or program major listed alphabetically in Departments and Programs.

### University Honors

Students who maintain a consistently high grade point average (GPA) throughout their academic careers are recognized for their achievements by the awarding of university honors at graduation. University honors are summa cum laude (3.80 for all courses attempted), magna cum laude (3.50), and cum laude (3.30). GPAs for university honors are established and reviewed by the Dean's Advisory Council. A minimum of 22 Colgate courses taken for a grade will be considered for university honors. Transfer students who have taken between 16 and 22 Colgate courses for a grade will be considered for university honors.

The valedictorian and salutatorian are the students who have the highest and second highest rank in the graduating class based upon the cumulative GPA in all courses taken for a grade. Transfer students must be enrolled at Colgate for at least six terms in order to be considered eligible for the university honor of valedictorian or salutatorian.

### The Dean's Award

The following awards are presented each term to students who achieve the following

*Dean's Award with Distinction* - Students who receive a term grade point average of 3.6 or higher while completing at least 3 course credits for a conventional letter grade and a minimum of 3.75 total course credits.

*Dean's Award* - Students who receive a term grade point average of 3.3 or higher while completing at least 3 course credits for a conventional letter grade and a minimum of 3.75 total course credits.

See Grading Policies

## Other Awards

*The Bernard and Sydell Citron Pre-Medical Scholastic Prize* — established in 1964. The income from this fund, but not less than \$250 annually, is to be paid to the graduating pre-medical senior who has been accepted in a medical school and who has attained the highest scholastic standing among all the pre-medical students graduating that year.

*The Class of 1884 Public Speaking Prize* — established in 1884 to offer a prize for debate.

*The Class of 1997 Award* — established to provide financial assistance for one or more graduating seniors. Preference is given to a candidate pursuing a graduate level degree.

*The George W. Cobb Awards* — awarded to recognize outstanding achievement by undergraduates. No fewer than 10 nor more than 20 awards are made annually to those students who, during the college year immediately preceding the award, shall have demonstrated qualities of outstanding leadership and influence among their fellow students and shall have exercised effective influence in bringing to the college students of the highest character and personal qualities. The recipients of these awards are to be known as the George W. Cobb Fellows.

*The Colgate Alumni Corporation 1819 Award* — given annually to the senior whose character, scholarship, sportsmanship, and service to others best exemplify the spirit that is Colgate. The 1819 Award is the most selective and prestigious award Colgate University bestows upon a graduating senior.

*The Colgate Professional Writers' Award* — juried prize that recognizes and encourages outstanding nonfiction writing by undergraduates.

*The Charles A. Dana Scholars* — selected each spring in recognition of superior academic achievement as well as demonstrated leadership in the college community. This is a significant academic award, perhaps the most significant after Phi Beta Kappa. Seniors, juniors, and sophomores are eligible for the awards.

*The Dean's Community Service Awards* — conferred on the individual or student group that conducted outstanding community service during the school year.

*The Dodge Prizes* — established by Ebenezer Dodge, D.D., LL.D., president of the university 1868–90, and awarded to the two first-year students who achieve the highest academic record during the first year of their college career, as determined by their grade point averages.

*Lampert Award for Outstanding Scholarship* — awarded to the student with the most outstanding project of the annual Lampert Fellowships in Civic and Global Affairs.

*The Adam Clayton Powell Jr. '30 Award* — recognizes seniors who have made outstanding contributions to Colgate and, in the process, enriched the life of the student community of color.

*The Professor Daniel H. Saracino Endowed Fund for Phi Beta Kappa* — created in honor of Daniel H. Saracino, Charles A. Dana Professor of mathematics, to support the work of the Colgate chapter of Phi Beta Kappa. An award will be given annually to the graduating senior with the highest grade point average among those elected to Phi Beta Kappa. In addition, as many as two prizes per year may be awarded at the discretion of the chapter in recognition of specific scholarly or creative projects that are of exceptional merit.

*The Edward M. Stimets Memorial Award* — conferred on the student who, in the judgment of the dean of the faculty, the dean of the college, the dean of first-year students, and the president of the Student Government Association, contributed the most to Colgate in his or her first year.

*The Dr. Leo H. Speno '26 Endowed Prize Fund* — established in memory of Dr. Leo H. Speno '26. This prize will be awarded annually to as many as four seniors who meet at least two of the following criteria: above-average GPA, member of a varsity athletic team, member of a fraternity or sorority, involved in the religious life of the university, involved in service activities in the Colgate and/or Hamilton communities. Special preference will also be given to students who meet the criteria and have demonstrated an interest in pursuing a career in the medical sciences.

*The Jewish Student Life Award* — awarded by the program for outstanding Jewish student leadership.

*The Kingsford Prizes in Public Speaking* — established in 1881 for prizes in public speaking.

*The Lewis Oratory Prize* — established in 1867 in memory of George W.M. Lewis for the orator who excels in the composition and delivery of an original oration.

*The George E. Stevenson Prize* — established in 1920 for a prize in extemporaneous speaking.

See department/program pages for specific departmental awards.

## Off-Campus Study

Acquiring an intercultural perspective is an important goal of Colgate's liberal arts education. The university offers a wide variety of off-campus programs that combine rigorous academic study with meaningful cultural engagement. The world campus provides access to lectures by distinguished scholars and readings by well-known writers; it opens the doors of museums, libraries, theaters and temples; and it allows students to experience the day-to-day fascination of a new and stimulating environment.

Most programs require language study. Even when not required, the university strongly recommends that students undertake it to achieve a working knowledge of the language of their host country. This effort will not only greatly enhance cultural understanding, but also be regarded as a mark of sincerity and respect in the host country.

The off-campus study program is administered by the Office of Off-Campus Study/International Programs (OCSIP) in McGregory Hall. Options include semester-long Colgate study groups directed by Colgate faculty; semester-long approved programs offered by other universities or education providers; and extended study courses taught by Colgate faculty that include a three- to five-week off-campus component.

Students are advised to meet with an off-campus study adviser to learn more about their options and plan ahead in order to take best advantage of this opportunity. Students should consult their academic adviser and department early in the process to discuss degree requirements and any courses to be applied towards the major or minor.

For more information see Off-Campus Study.

## Application and Enrollment

Application to off-campus study programs is made through the Office of Off-Campus Study/International Programs. Applicants must meet the GPA requirements and prerequisites of their desired program, and be in good academic, financial, and disciplinary standing. Students must demonstrate personal and academic



maturity equal to the demands of the off-campus program, which often exceeds the demands of the campus. This maturity should be attested to by the student's academic record, administrative dean, and academic adviser. Admission to an off-campus study program is competitive and not guaranteed.

The application deadline is normally in November for Colgate Study Groups (Faculty led) and may be found online at [colgate.edu/OCS](http://colgate.edu/OCS). The annual deadline for Approved, non-Colgate programs is in early February for all of the following year, fall and spring semesters. Programs are listed for review by academic department on the Off-Campus Study/International Programs website at [Colgate.edu/OCS](http://Colgate.edu/OCS).

The number of students permitted to study off campus is managed by the university. Colgate makes every effort to accommodate requests for off-campus study that will enable students to deepen their liberal arts education with coursework sponsored by other institutions. Nonetheless, the university needs to balance enrollments across both semesters and so reserves the right to regulate the number of students who are granted permission to study off campus each semester. Careful planning is vital to successful off-campus study. Students should discuss projected off-campus study plans with OCSIP and their academic advisers, considering options for both fall and spring terms that will achieve their educational objectives. Students attending a Colgate study group, approved program, or extended study remain enrolled at Colgate during their time off-campus.

Please refer to the Off-Campus Study section in Academic Regulations, for additional policies concerning the transfer of credit and grades from off-campus study programs.

## Tuition and Financial Aid

Colgate's off-campus study tuition and financial structure make programs accessible for all students, regardless of financial means, just as it does for on-campus programs, and helps to ensure that the programs attended by our students meet the university's high standards for academic rigor and quality.

Students who study on a Colgate-directed study group or on an approved program continue to pay Colgate tuition and are eligible for Colgate need-based financial aid when studying off campus. Students are billed for tuition by Colgate for the semester they will be off campus plus the cost of any room, board, or other expenses charged by the study group or approved program. Students are responsible for paying other non-billable expenses, such as airfare, books, refundable deposits, optional fees, and personal incidentals directly. Estimated student budgets are available on the OCSIP web pages at [colgate.edu/OCS](http://colgate.edu/OCS).

Students receiving need-based financial aid will have their financial aid package reviewed by the Office of Financial Aid for the semester they will be abroad. Financial aid is applied to students' accounts at the time of billing. Students are responsible for paying any balance due to Colgate. If there is a credit due, it will be released to the student shortly before the start of the semester.

Financial aid may be increased to meet the additional cost of off-campus study for only one semester. Students participating in a second semester-long program will have their awards capped at the amount they would have received if they were to have remained on campus. Financial aid for extended study is limited to one extended study program.

For information regarding withdrawal from off-campus study, see Withdrawal and Refund Policy section in Expenses.

## Colgate Study Groups

Colgate study groups provide students the opportunity to study off campus for a semester under the guidance and mentorship of a Colgate faculty member. Each study group has a unique academic focus and

immerses students in new cultures, perspectives and experiences. Depending on the program, students will live together with their peers or with local host families. Study groups primarily accommodate registered Colgate students, though students from other colleges may participate with visiting-student status on a space-available basis. Study groups normally enroll 15-18 students and are subject to minimum enrollment numbers to run.

Colgate regularly offers the following study groups on an annual or biennial basis. For specific details, consult the OCSIP web pages at [colgate.edu/OCS](http://colgate.edu/OCS). It should be noted that changes may occur in the scheduling of study groups and that new groups may be added.

- Australia: University of Wollongong (fall and spring)
- China: Taiwan, Hong Kong, Beijing and Shanghai (fall)
- England: London Economics (fall and/or spring)
- England: London English (fall and/or spring)
- England: London History (spring)
- England: University of Manchester (fall)
- France: Dijon (spring)
- Germany: University of Freiburg (spring)
- Italy: Venice (fall)
- Jamaica: University of the West Indies, Kingston (spring)
- Japan: Kyoto (fall or spring)
- Singapore (fall)
- Scotland: St. Andrews University (fall or spring)
- South Africa (fall)
- South Korea: Yonsei University, Seoul (fall)
- Spain: Madrid (fall)
- Switzerland: Geneva (fall or spring)
- United States: National Institutes of Health, Bethesda, MD (fall)
- United States: Washington, D.C. (spring)
- United States: Santa Fe, New Mexico (fall)
- Wales: Cardiff University (spring)

## Approved Programs

Colgate allows students to study off campus on a select list of approved programs offered by third-party educational providers or other U.S. universities, or to enroll directly in approved foreign universities throughout the world and transfer course credit toward degree requirements. Approved programs have been carefully vetted by the Off-Campus Study Committee and academic departments for compatibility with Colgate's curriculum. In addition to meeting Colgate's expectations for academic rigor, they offer strong on-site support services and emergency support, and provide opportunities for meaningful engagement in the host culture.

Colgate's approved programs list is available on the Off-Campus study web pages at [colgate.edu/OCS](http://colgate.edu/OCS), and includes over 100 programs in 50 countries. Approved programs expand the possibilities for students with diverse academic interests and goals by providing options in a wide range of locations as well as a variety of program models.

As a way of ensuring an immersive study abroad experience, students participating on approved programs that are hosted in a non-English speaking country or in a country in which English is one of many official languages, are required to take at least one language class in that program's native language or one course

taught in a local language other than English during the program. This policy will go into effect with applications for the 2019-2020 academic year. Please consult the Off-Campus Study website for a list of language requirements for each country. Ordinarily, exceptions will not be granted.

## Extended Study

A number of Colgate courses offer short-term study components that extend the course beyond the campus and beyond the regular term. These programs offer opportunities for students to gain access to institutions and individuals relevant to their coursework that are not available on campus. Extended study is particularly attractive to students whose schedules do not permit them to participate in semester-long programs. The university has developed some twenty extended study courses, of which five or six are offered each year.

Prerequisites may exist for extended study courses. Any seniors electing to participate in a spring extended study will graduate at the next degree conferral date, but will be eligible to apply for participation in the May commencement ceremony. Please refer to the student handbook for details on commencement participation.

New extended study courses are added on a regular basis. Please see the OCSIP web pages for a complete listing of courses offering extended study components.

## Other Programs

Students with a compelling academic rationale whose academic interests cannot be met by a Colgate study group or approved program may petition the Off-Campus Study Committee to attend an alternate program. Students should begin by speaking with an off-campus study adviser who will involve the student's academic adviser and department chair only if the program meets Colgate's expectations for academic rigor, health and safety, and cultural engagement. Petitions are vetted and determined by the Off-Campus Study Committee and require the support of a student's academic department and faculty adviser.

Students who do not submit a petition or whose petitions are denied, will not be eligible for Colgate financial aid or grant assistance, nor will academic credit transfer toward the degree.

## Petitions for Travel to Countries under a U.S. State Department Travel Warning

Colgate students are subject to the Colgate Travel Warning policy outlined on the Off-Campus Study website ([colgate.edu/OCS](http://colgate.edu/OCS)). Students may not receive sponsorship for activities abroad, including credit for study abroad; funding for internships, research, or volunteer activities; or sponsorship for extracurricular activities, such as music or sport, for countries for which the U.S. State Department has issued a travel warning, unless granted special approval through a petition process.

Students who seek approval to visit a travel warning country must submit a petition package outlined on the website. The OCS staff, along with the university's risk manager, will review Colgate student petitions to study, intern, research, or volunteer. Students whose petitions are granted will be required to complete additional waivers and acknowledgment-of-risk forms and have them signed by their parents. All final approvals are contingent on the country maintaining its security or health status at the time of the approval. If country conditions deteriorate between the time of the approval and the departure date, Colgate reserves the right to revoke approval citing possible danger to the student.



## **Additional Academic Programs**

### **Office of Undergraduate Studies (OUS)**

The Office of Undergraduate Studies (OUS) is led by a committed team, composed of a faculty director, an associate director, an administrative dean, and an OUS Fellow. This supportive four-year program aims to tap the potential of each OUS scholar, particularly in terms of academic excellence and leadership in the tradition of the liberal arts. The mission of the OUS program is reflected in Colgate University's own mission, which includes providing a "demanding, expansive educational experience to a select group of diverse, talented, intellectually sophisticated students who are capable of challenging themselves, their peers, and their teachers." As OUS students are a highly select, talented, and diverse group of students at Colgate, they especially fulfill and enrich Colgate's mission and purpose. For information about the program, please contact the Office of Undergraduate Studies at 315-228-7375. For information about admission to Colgate through OUS, please contact the Office of Admission.

### **Pre-Engineering Studies**

*Adviser Tseng*

To combine education in the liberal arts with engineering training, Colgate has cooperative agreements with Columbia University and Washington University (St. Louis), under which a competent student may pursue this option. He or she may earn bachelor's degrees from both institutions by spending three years at Colgate as a physics major and two at the engineering school (the 3-2 plan). The pre-engineering student may be eligible to continue study for a master's degree. For further information, students should consult the Pre-Engineering adviser or the chair of the Department of Physics and Astronomy.

### **Sophomore Residential Seminars**

*Director Wong and Fujioka*

This program is a faculty-led, yearlong program that integrates residential, classroom, and academic-travel experiences. Students in the program live together with other members of their chosen seminar. Faculty who teach these seminars act as mentors to this group of students, encouraging reflection and fostering discussion. In doing so, they help the members of the seminar to build a community, one centered on an intellectual pursuit but which extends beyond the classroom.

Members of the seminar travel with their professor for one week in January, deepening and broadening their understanding of the class material. (There is no charge to students for the travel component.) In the spring, all sophomore residential seminar students complete a 0.25-credit course, in order to develop the conversation of the class in light of the travel experience.

Applications for the SRS program are made available to rising sophomores at the beginning of the spring semester of their first year.

## Summer Research

Each year approximately 200 Colgate undergraduates receive research assistantships and fellowships funded directly by Colgate, corporate or foundation grants, individual donors, or individual faculty research grants. This funding provides a weekly stipend to enable students to work full time during the summer on research or scholarly projects in close collaboration with one or more faculty members. Often these activities result in presentation of papers at professional meetings or publication in the scientific and scholarly literature, with undergraduate students as co-authors, performers, and exhibitors.

Student/faculty-initiated research proposals are used as the basis for awarding summer research assistantships or fellowships of eight to ten weeks in duration. Partially subsidized on-campus housing options and special academic and recreational events enhance this scholarly summer community at Colgate.

Colgate understands the educational value of research by undergraduate students and is committed to its support. The college is recognized as a national leader in this activity with students and professors from all academic divisions participating. Details about on-campus summer research opportunities may be obtained from department chairs, division directors, or the Center for Learning, Teaching, and Research.

## Teacher Preparation Programs

*Director Gardner*

Programs are available to prospective secondary school teachers in the fields of English, mathematics, social studies (economics, geography, history, political science, sociology) and natural science (biology, chemistry, earth science, or physics). Students in these programs major in academic areas for which adolescence teaching certification is sought and take appropriate coursework in the Department of Educational Studies. The department also offers a childhood certification program in elementary school teaching for grades 1-6. Students who wish to gain New York State teacher certification have the option of completing their professional semester in the fall term following graduation as part of the ninth semester program. To be eligible for this special program, students must have received their Colgate degree in the academic year prior to the professional semester and completed all other certification requirements prior to enrolling in the ninth semester. In the ninth semester, students are allowed to enroll only in the professional semester courses, which consist of two or three seminars (depending upon adolescence or childhood certification) and student teaching. Students interested in the ninth semester program should meet with an educational studies faculty member to determine if they are eligible and apply to the program in the spring of their junior year. Colgate's undergraduate adolescence and childhood certification programs and the MAT adolescence programs are accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years from May 7, 2014 until May 7, 2021.

Successful completion of all requirements in all teacher preparation programs leads to recommendation for New York State initial teacher certification.

For more information see educational studies department page.

## New York Six Liberal Arts Consortium

Established with the support of The Andrew W. Mellon Foundation, the New York Six Liberal Arts Consortium facilitates collaboration among its member institutions in fulfilling their educational missions and serving the public good. Through the sharing of expertise and resources, the Consortium enhances options

for students, faculty, and staff. In addition to Colgate, members of the consortium include Hamilton College, Hobart and William Smith Colleges, Skidmore College, St. Lawrence University, and Union College.

Students who have completed at least one semester at Colgate have the opportunity to participate in a collaborative cross-registration program made possible through the New York Six Consortium. To be eligible to cross-register, students must be enrolled in a minimum of 3.00 course credits at Colgate. Courses taken as part of this cross-registration program will count as institutional (Colgate) credit, and grades earned will be recorded on the Colgate transcript and calculated into the Colgate grade point average. Because cross-registered courses count as part of the student's full-time Colgate course load, no additional tuition is assessed by the host institution. Normally students may only cross-register for one New York Six course per term. A maximum of three New York Six credits will count toward the Colgate degree. For additional information, please refer to the registrar's office web pages at [colgate.edu/registrar](http://colgate.edu/registrar).

## Less-Commonly Taught Language Program

The Less Commonly Taught Languages (LCTL) Program provides opportunities for students to study languages not available through the regular Colgate curriculum. LCTL courses are offered through two methods: shared course initiatives with instructors located on other campuses and self-instructional language courses overseen by the Director of the Keck Center for Language Study and the Language Council. LCTL courses are never offered for languages being taught on campus at Colgate nor do they count toward the completion of Colgate's language requirement. The Language Council regularly reviews the effectiveness of LCTL courses to determine whether they are suitable for the Colgate curriculum.

Upon approval from the Language Council, the Curriculum Committee, the Registrar, and any other relevant program of study, shared courses will be listed among the course offerings. Students will receive credit for courses taught through the New York Six Liberal Arts Consortium according to the guidelines of that agreement. Courses taught at any other institution will be treated as transfer credit.

Students with a compelling academic rationale to study a language not offered through any other means may apply for a self-instructional language course. The application procedure includes writing a detailed explanation of how the language study fits within the student's broader academic studies and an interview by members of the Language Council. Students may earn a maximum of 0.5 credits per semester for self-instructional language study. All self-instructional language courses must be taken with the S/U grade option. The final grade in the course will be determined by the director of the Keck Center, and will be based upon completion of self-instructional materials, regular meetings with a native-speaking language partner, and an assessment by an outside reviewer. All courses will have the 'LCTL' course designation. Students interested in LCTL should contact the director of the Keck Center for Language Study.

## Cooperative Arrangement with Hamilton College

With approval of the faculty adviser and the associate dean of the faculty, a Colgate student may take courses at Hamilton College, to be counted toward the bachelor's degree at Colgate. These arrangements must be made prior to the end of the Colgate drop/add period each term. Credit and final course grades for courses taken at Hamilton College are recorded on the Colgate transcript. Grades earned at Hamilton College are calculated into the cumulative grade point average at Colgate.

# Office of National Fellowships and Scholarships

The Office of National Fellowships and Scholarships (ONFS) advises and prepares students and alumni in their pursuit of nationally and internationally competitive external fellowships, scholarships, and grants.

Through the process of applying for any award, students and alumni engage in deep reflection about their intellectual, personal, and professional goals, along with developing their critical thinking, writing, and presentation skills. The Assistant Dean for Fellowship Advising closely advises and supports students and alumni who are seeking Colgate's nomination for fellowships that require it. For these nomination-based awards, the Dean and faculty committees are involved in the review and evaluation of applicants for nomination and the further mentoring of nominees.

Students and alumni pursuing fellowships which do not require nomination also stand to benefit from the Dean's advice and support and are welcome and encouraged to work with ONFS on these applications. All interested students and alumni should contact ONFS well in advance of the deadline to begin the advisement and application process.

The fellowships, scholarships, and grants for which Colgate prepares students and alumni include: Rhodes Scholarship, Marshall Scholarship, Gates Cambridge Scholarship, Mitchell Scholarship, Churchill Scholarship, US Student Fulbright Grant, Thomas J. Watson Fellowship, Goldwater Scholarship, Truman Scholarship, Udall Scholarship, Beinecke Scholarship, St. Andrew's Society of the State of New York Scholarship, Carnegie Endowment for International Peace Junior Fellows Program, Schwarzman Scholarship, Boren Scholarship and Fellowship, Paul and Daisy Soros Fellowship for New Americans, DAAD Scholarships and Grants, Critical Language Scholarship, Pickering Undergraduate and Graduate Fellowship, Humanity in Action Fellowship, National Science Foundation Graduate Research Fellowship, Fulbright UK Summer Institutes, Fulbright-National Geographic Digital Storytelling Fellowship, and Scoville Fellowship.

## Honorary Societies

### Phi Beta Kappa

The Society of Phi Beta Kappa was founded in 1776; Colgate's chapter was organized in 1878. The Colgate chapter holds three elections each year, in September, February, and May. Seniors whose records of outstanding academic achievement are combined with the society's traditional regard for moral character and a broad liberal education may be invited to join Phi Beta Kappa in a formal initiation ceremony.

Minimum academic requirements include:

1. A course in mathematics, statistics, or logic (or AP equivalent)
2. Fluency in a second language, as demonstrated by a year of coursework at the intermediate level (or AP equivalent) or graduation from a non-English language secondary school.

Transfer students should take note that election requires a minimum of 16 courses taken at Colgate for a grade, not under the S/U option.

For questions, contact Professor Jason Meyers, Associate Professor of Biology, President, Eta Chapter, Phi Beta Kappa.



## Other national honorary societies

Colgate also has a chapter of the national honor society of Phi Eta Sigma for first-year students.

Honor societies in specific disciplines include

- Lambda Alpha (Anthropology)
- Beta Beta Beta (Biology)
- Eta Sigma Phi (The Classics)
- Omicron Delta Epsilon (Economics)
- Gamma Theta Upsilon (Geography)
- Delta Phi Alpha (German)
- Phi Alpha Theta (History)
- Phi Delta Phi (Romance Languages and Literatures)
- Pi Sigma Alpha (Political Science)
- Psi Chi (Psychology)
- Alpha Kappa Delta (Sociology)

## Career Services and Postgraduate Planning

The Center for Career Services supports Colgate University's mission by helping students to translate their liberal arts education into a lifetime of meaningful careers. Career services offers opportunities for students to assess their interests, skills, and values; to explore the world of work through hands-on experiences; and to learn life skills necessary to attain their career goals.

## Programs, Services, and Special Seminars

Career services provides students with expert advising, career exploration programs, and skills-based workshops designed to increase their understanding of their passions and interests and how these relate to the world of work. Career exploration is an integral part of the career development process; the center's programs offer many dynamic opportunities for students to connect with alumni, staff, faculty, and others to learn about and discuss interests and goals.

**The Stanley Newell Kinney Career Library** collection includes a wide array of print resources including information about a variety of career paths, industries, and job search strategies. The center's web page includes information on career fields, internships, employment, graduate/professional schools, and scholarships.

Appointments may be arranged by calling 315-228-7380.

## Services

- Individualized industry-specific advising and walk-in appointments
- On- and off-campus recruiting
- Graduate and professional school advising
- Career assessment resources

- Job search skills coaching and critique (e.g. résumé- and cover letter-writing, interviewing, networking)
- iCAN (Alumni Career Advisory Network) database
- Credential files to hold letters of recommendation
- Mock interviews

## • **Programs**

- A Day in the Life (winter break career-exploration shadowing program)
- Learn 2 Earn, sponsored by the Investment Studies Program
- Real World Series
- SophoMORE Connections
- Women In Law

## • **Seminars, Workshops, and Job Fairs**

- Career exploration panels on various industries, presented by alumni and parents
- Employer and graduate/professional school (law, business, health) information sessions and panels presented on campus
- Grant-writing course (co-sponsored with the COVE)
- General Assembly Business Accelerator
- Internship/job search skills series
- Michael J. Wolk '60 Conference on Medical Education (biannual)
- Pre-law information sessions
- Robert A. Fox '59 Management and Leadership Skills Program
- Start Smart salary negotiation workshops, focused on supporting women and students of color

## **Signature Internship Programs**

Career services works closely with students to help them locate and apply for summer experiences, including internships, research, and long-term service projects. The career services' web page links to *naviGATE*, a database containing thousands of internship listings. In many cases, the staff works closely with students to help them develop their own summer learning experiences by researching and networking with potential employers and alumni.

## **Colgate Internship Programs**

The *John A. Golden '66 Endowed Fellowship* provides summer internship funding, in addition to advising, programmatic, and financial support for students interested in pursuing law school or medical school. Golden Fellows are selected on a competitive basis for their interest in pursuing law school or medical school, a demonstrated leadership potential, and the ability to maintain a GPA of 3.4 or higher.

The *Manzi Fellowship*, established in 1995 by Colgate trustee emeritus Jim P. Manzi '73, annually provides summer stipends to 12 or more Colgate students who perform summer-long community service internships at participating nonprofits in the Boston, Mass., area. Sponsoring organizations include Boston Healthcare for the Homeless, Camp Harbor View, Facing History and Ourselves, Heading Home, Inner City

Weightlifting, Julie's Family Learning Program, McLean Hospital, Women's Lunch Place, and Boston Rescue Mission.

The *Music and Youth Fellowship*, established in 2011 by Gary Eichhorn '75 and Joan Eichhorn P'05, provides current students an opportunity to work in nonprofit youth development organizations in the Boston area over the summer months. Students partner with local organizations to teach vibrant music programs as a vehicle of developing self-confidence and self-esteem.

*Summer on the Cuyahoga*, sponsored by the Colgate Club of Cleveland, is a unique initiative designed to bring up to 10 Colgate undergraduates to Cleveland each summer for challenging paid internships, civic engagement, alumni connections, and social events to introduce them to the professional, civic, and personal offerings in northeast Ohio.

The *Internship Credit Program* allows matriculated students who have completed at least one semester at Colgate, but have not yet completed their degree requirements, to earn academic credit for internships under the following circumstances: Students must apply to the Center for Career Services prior to the beginning of the internship for approval to earn academic credit; to be eligible for credit, the internship must entail a minimum of 120 work hours and the employer must require the award of academic credit as a condition of hiring. Approved internships carry 0.05 course credit and are graded on a Pass/Fail (P/F) basis only. Students may complete a maximum of four unique internships, for a total of 0.20 credits. Internship credit appears on the transcript with a subject code of INTR and a course number corresponding to the student's class level. Students may not apply internship credit toward the requirements for the degree.

## Internship Funds

Through the generous support of alumni and parents, Colgate offers grants to students seeking unpaid or underpaying opportunities outside of the university. These grants are awarded on a competitive basis:

The *Career Services Internship Fund* offers grants in support of unpaid or low-paid internships, research, and community service.

The *Caroline E. Conroy '10 Endowed Fellowship* provides financial assistance to one or more Colgate students who are participating in unpaid/underpaid internships relating to psychology.

The *Class of 2015 Endowed Internship* provides financial assistance for one or more Colgate student interns.

The *Class of 1966 Endowed Internship* provides financial assistance for one or more Colgate student interns who qualify for need-based financial aid.

The *Galvin Family Endowed Fellowship* provides financial support to one or more Colgate students who qualify for need-based financial aid.

The *Aaron Jacobs '96 Memorial Fund* provides stipend support for one or more Colgate students who wish to intern in the financial or business fields. Preference will be given to students who would not otherwise be able to complete an internship due to financial constraints.

The *David M. Jacobstein '68 and Cara Jacobstein Zimmerman '97 Endowed Fellowship* provides financial support for one or more Colgate students who wish to undertake a public interest summer internship in fields such as law or politics and qualify for need-based financial aid.

The *Bernt '82 and Maria Killingstad Endowed Fellowship* provides financial support to one or more Colgate students who qualify for need-based financial aid.

The *Milhomme International Internships* are designed for rising sophomores, juniors, and seniors who want to enhance their cultural competency and gain career experience by means of an internship. Internships must provide practical, pre-professional experience in a business environment, and be outside the United States.

The *Arthur Watson Jr. '76 Endowed Fund for Career Planning* provides financial assistance to Colgate first-years or sophomores who wish to pursue an unexplored passion or interest that may lead to a fulfilling career.

## Career Opportunities

**Recruiting** Employer partners recruit Colgate students to fill a variety of career positions in diverse areas such as advertising, communications, finance, the arts, science and research, health, business, government, law, consulting, social change, human services, education, and more. Students may access internship and entry-level job postings on the *naviGATE*, career services' online recruiting database. Employers with whom Colgate has a formalized recruiting relationship are known as Colgate Premier employers.

**iCAN: The Alumni Career Advisory Network** Online searchable database of alumni who assist students with career advice, internship and job strategies, networking, and informational interviews. Colgate's alumni help students make important connections to the world of work. iCAN is available to students after completing a few small preparation steps with a career adviser. Graduates have immediate access to iCAN.

**Professional Networks** Colgate Professional Networks (CPNs) in 10 widely defined areas of industry connect members of the university community, while helping current undergraduates leverage the alumni network, through regional events and online networking hours. Current CPNs include common good; consulting; digital business and technology; entrepreneurs; finance and banking; health and wellness; Colgate Lawyers Association; marketing, media, and communication; real estate; and STEM.

## Graduate and Professional School Study

Career services works closely with faculty and academic departments to support students' efforts to gain acceptance into graduate programs in the arts, sciences, and humanities, as well as into the full range of professional schools. Colgate's pre-law adviser, a member of the career services staff, guides and advises students through the law school application process.

## Preparation for the Health Sciences

Colgate's Health Sciences Advisory Committee (HSAC) is composed of faculty members who counsel students planning for careers in the health professions. The committee believes it is important that students receive complete and accurate information related to planning careers in the health professions. Admission into professional schools in the health sciences is highly competitive. The HSAC provides support for students beginning at first-year orientation and continuing through the application and interview process. Committee members also prepare letters of recommendation for students applying to health science professional school. For more information, contact the Health Sciences Advising Office, 115 Wynn Hall, 315-228-7340 or visit the Health Sciences web pages.

# **Opportunities for High School Students**

## **Community Student Program**

The Community Student Program provides opportunities for high-achieving high school students in their junior and senior years to enroll in Colgate courses. For additional information, including eligibility criteria, please contact the Director of Academic Support and Disability Services, Center for Learning, Teaching, and Research, 315-228-7375.

## **High School Seminar Program**

The High School Seminar Program provides opportunities for high school students from surrounding school districts to participate in late-afternoon non-credit bearing mini-seminars taught by Colgate faculty and administrators. For additional information, please contact the High School Seminar Coordinator at 315-228-7863.

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# Academic Regulations

## Requirements for Graduation

Colgate confers one undergraduate degree, the Bachelor of Arts (AB). A minimum of 32 academic course credits is required for graduation. A maximum of 2 credits from add-on fractional credit courses may count toward this requirement.

All students must meet the following requirements: a minimum cumulative grade point average (GPA) of 2.00 for all Colgate courses and a GPA of 2.00 in the major. Both full and fractional credit courses are included in the GPA. Colgate grades range from a high of A+ (4.33) to F (0.00).

*It is the student's responsibility to know where he or she stands in terms of completing graduation requirements.* Students may track academic progress and plan for future semesters using Colgate's degree audit program, which is available in the Colgate portal. Unofficial transcripts are also available in the portal, or students may request a copy from the Office of the Registrar. Students should consult with their department chair or program director and with the registrar's office if there are questions regarding major, minor, or graduation requirements.

Students must meet all requirements of the academic program in order to be eligible for graduation, including the Liberal Arts Core Curriculum, major, foreign language, and writing (if stipulated at admission). Additionally, physical education, residency, and all financial obligations to the university must be satisfied.

Degree requirements must be completed within 12 years of initial matriculation. Petitions for exemptions to this rule will be considered only in exceptional circumstances, and approved petitions for degree completion may require additional coursework to reflect changes in the university's academic program.

## Residency Requirement

Matriculated students entering as first-year students are required to complete seven terms in academic residence at Colgate. Transfer students are required to complete a minimum of four terms in academic residence at Colgate. A student participating in a Colgate study group is considered to be "in academic residence" for the purposes of this requirement. One semester of participation in an approved program will also count toward this requirement.

## Physical Education Requirement

Students must complete two units of physical education at Colgate. Students are strongly encouraged to complete the requirement by the end of sophomore year. A complete listing of physical education and outdoor education activities may be found in the description of the physical education department web page. Athletes may earn one physical education credit for each season of participation on varsity teams. Students may earn a maximum of one physical education credit from a club sport. Questions about physical education credits should be directed to the Department of Physical Education.

## Registration

Students are expected to participate in official course registration on the announced dates for each term of attendance. Later registration will jeopardize admission to courses.

A student's registration will be canceled if the student is not confirmed in residence on campus by the sixth day of classes in a semester. Similarly, a student will be unable to initiate on-campus course registration after that deadline.

Students failing to meet announced deadlines for financial obligations in any term will be placed on a "financial hold" status and normally will not be permitted to register or make schedule adjustments until the hold has been resolved.

Registration changes made during the drop/add period must be processed via the Colgate portal or must be submitted in person to the registrar's office for processing by the announced deadline of the drop/add period for a term. The drop/add period for a course that meets less than or outside of the regular academic term is through the eighth day of the session. Students failing to finalize their registrations with the registrar's office on time will be assessed a \$50 penalty. No financial penalty will be assessed for a course withdrawal during the withdrawal period. Please see Withdrawal from a Course, below, for deadlines.

*Students are not permitted to modify their course schedule after the end of the drop/add period, except with special permission granted by the Committee on Standards and Academic Standing (CSAS).*

## Normal Course Loads

A normal full-time course load is 4.00–4.50 course credits per semester. During early registration, students may register for no more than 4.50 course credits. Students not on academic warning who wish to take 5.00 course credits in any term may add additional courses to their schedules during the drop/add period. Because of the demanding academic load, students who wish to register for 5.00 course credits are urged to discuss this matter with their faculty advisers. Students may register for 5.50 course credits only with the written permission of their faculty adviser. Students may not take or receive credit for more than 5.50 course credits in any term except with the approval of their faculty adviser and the associate dean of the faculty, which must be secured by the end of the drop/add period.

First-year students are expected to take 4.00–4.50 course credits per term and may deviate from this plan only with permission from their academic adviser. Juniors, Seniors, or special students who plan to take fewer than 3.00 course credits in any term should refer to the section on Per Course Billing.

## Independent Study

Although academic work consists primarily of courses taught in the classroom, laboratory, and field, there are a number of opportunities for independent study. Students may register for independent study during each term of the regular academic year. The essential features of the independent study program are as follows:

1. Students may apply for independent study through a specific department/program, for which they receive course credit (0.50 or 1.00) and a grade. The credit weight must be decided at the time of application and may not be changed without administrative approval.



2. Not more than one half of a student's course load in any one term may be courses of independent study, except with the permission of the associate dean of the faculty. Permission must be secured before the beginning of the term.
3. Independent study courses must be approved by the faculty supervisor and the appropriate department chair or program director no later than the last day of the drop/add period in any term.
4. Independent study courses are not offered to students free of charge. Tuition is charged for independent studies according to the established rates whether taken as part of a full-time or part-time course load.
5. A student who wishes to take an independent study course during a fall or spring semester when not in residence at Colgate must secure the approval of the faculty supervisor, the appropriate department chair, and the Associate Dean of the Faculty *before the beginning of the term*. Students must also make appropriate arrangements with the registrar's office for independent study courses *well in advance of the beginning of the term*. Work equivalent to the course credits earned must be completed during the semester in which the credit is received.
6. Independent study courses are registered according to the level of the course, which usually corresponds to the student's class level. Sophomores who enroll for independent study courses will normally be registered at the 291 level, juniors at the 391 level, and seniors at the 491 level. First-year students normally do not enroll in independent study courses.
7. In rare cases, students may take a conventional course independently. This should be done only for compelling reasons, and explicit permission must be received in advance from the faculty supervisor and the appropriate department chair. Students enrolling in such a course will be registered according to the normal course number, to which the suffix Z is appended to indicate that the course is taken independently.
8. All work for independent study courses must be submitted by the *last day of classes* in the term to give the faculty supervisor sufficient time to evaluate the student's performance and submit the final course grade to the university registrar.

For additional information regarding independent study policies and procedures, please refer to the registrar's office web page at [colgate.edu/registrar](http://colgate.edu/registrar).

## Registration Restrictions

A student may not register for a course that is a prerequisite for a course for which he or she has already received credit, unless permission is granted by the department chair/program director and the associate dean of the faculty. A student may not take crosslisted courses and receive credit for both courses. Students may not register for any courses that overlap in any of their scheduled times.

## Repeating a Course

With written permission from the instructor, a student may repeat a course in which a grade of C–, C, or C+ is earned. Any course in which a grade of D+, D, D–, F, or U was received may be repeated in subsequent terms without permission of instructor. A student may not repeat a course in which a grade of B– or higher was earned. Students should declare to the registrar's office prior to registration that the course is being repeated.

*A prerequisite course may not be repeated after the successful completion of a subsequent higher level course.* Discontinued courses may not be repeated by substituting a similar or comparable course currently in the curriculum. A repeated course must be taken in the same grading mode (i.e., conventional letter grade or S/U) as the original course. Additionally, the course must be taken in the same method (e.g., a conventional course cannot be repeated on an independent basis). Courses taken on a Colgate study group may not be repeated on campus, and courses taken on campus may not be repeated on a Colgate study

group, without the permission of the department chair/program director and associate dean of the faculty. A Colgate course may not be repeated by means of transfer credit from another institution, although credit for a course, with no GPA adjustment, may be earned if a student earned a grade of F or U in the equivalent Colgate course.

Only the highest grade of a repeated course will be calculated into the term and cumulative GPAs. Should a student earn the same grade on a second or subsequent attempt, only the first grade earned will be reflected in the student's term and cumulative GPAs. Credit from the repeated course will not be counted toward overall graduation credits. Students who complete a Colgate course that is a repeat of (or equivalent to) a transfer course or Advanced Placement will not receive duplicate credit. All grades earned in courses, including transfer or Advanced Placement, remain on the student's transcript, but will be noted as repeated. When a course is repeated after a grade of F has been assigned as a result of University Student Conduct Board action, both the original grade of F and the subsequent grade will be calculated into the cumulative GPA.

## Grading Policies

The grades used to indicate the quality of the student's performance in a completed course are as follows: **A** means excellent, **B** means good, **C** means satisfactory, **D** means poor but passing, **F** means failing. The Grade Point Average (GPA) is obtained by dividing the number of quality points by the number of course credits attempted for grades. Colgate grades are assigned the following quality points to full (1.00) credit courses:

<b>A+</b>	<b>4.33</b>
<b>A</b>	<b>4.00</b>
<b>A-</b>	<b>3.67</b>
<b>B+</b>	<b>3.33</b>
<b>B</b>	<b>3.00</b>
<b>B-</b>	<b>2.67</b>
<b>C+</b>	<b>2.33</b>
<b>C</b>	<b>2.00</b>
<b>C-</b>	<b>1.67</b>
<b>D+</b>	<b>1.33</b>
<b>D</b>	<b>1.00</b>
<b>D-</b>	<b>0.67</b>
<b>F</b>	<b>0.00</b>

The following grades are not calculated into the GPA and carry no quality points.

**EX** Credit for Advanced Placement, International Baccalaureate or other international examinations

- TR** Credit for course work transferred from another institution
- S** Satisfactory for one-course-per-term grade option (Juniors or Seniors only, effective September 1985) or January project
- U** Unsatisfactory for one-course-per-term grade option (Juniors or Seniors only, effective September 1985) or January project
- O** Credit for Physical Education unit
- N** No credit/No course value for Physical Education unit
- T** Satisfactory progress in two-term course (converted to standard letter grade at end of second semester)
- CR** Credit Grade Recording Option (effective Spring 1981-1986)
- H** Honors for January term project
- P** Pass in Pass/Fail Option
- X** Failure in Pass/Fail Option
- \* Grades in courses taken on approved or affiliated off-campus program

W's (withdrawal), I's (incomplete) and NG's (no grade submitted by instructor) are not included in the calculation of the GPA, as these are administrative notations rather than grades.

Grades appearing on a student's academic record may normally not be changed after one semester from the end of the term in which the grade was awarded. Grade changes initiated by the course instructor(s) must follow the "Changes of Grade" policy laid out in the *Colgate University Faculty Handbook*. Under extraordinary circumstances, grade changes beyond one semester but before graduation may be approved by the associate dean of the faculty.

## Satisfactory/Unsatisfactory (S/U) Option

The Satisfactory/Unsatisfactory grade option is designed to encourage students to explore new areas outside their majors in the spirit of a liberal education. The following conditions apply to this option:

1. Students with junior and senior standing may elect to take one 1.00-credit course (plus any required fractional credit add-on components) or two .5-credit courses per semester, for a maximum of 4 semesters, which are evaluated "satisfactory" (S) or "unsatisfactory" (U) instead of by the conventional letter grades.
2. It is expected that students will take a course and any required fractional add-on component with the same grade option (conventional grade or S/U). In these cases, the total credit value of S/U courses may exceed the usual 1.00 credit limit per semester.
3. In certain instances, faculty members may require that a stand-alone course or add-on fractional credit course be offered only on a graded or S/U basis. These courses will not count against the 1.00-credit-per-semester limit.
4. Except in item #3 above, the decision to choose the S/U option rests solely with the student.
5. A student on academic warning may not take a course S/U.
6. Courses taken to fulfill the Common Core, Global Engagements, areas of inquiry, language, writing, and major or minor requirements may not be taken S/U.
7. The choice to take a particular course with the S/U option must be made prior to the end of the withdrawal period as published on the academic calendar.

8. No course will be officially recorded as using the S/U grading option unless the student has submitted the completed Satisfactory/Unsatisfactory Option form to the registrar's office by the deadline.
9. After the end of the withdrawal period, no changes in the grading mode (conventional grade to S/U, or S/U to conventional grade) may be made.
10. In the event of a course's limited enrollment, a student's desire to take the course on the S/U basis shall not be a criterion in determining his or her eligibility for the course or course section.
11. To achieve the grade of S, the student must perform at a level that would warrant a grade of C– or better.
12. Satisfactory completion of a course is entered on the student's permanent transcript as S, but does not enter into the computation of the GPA. The unsatisfactory completion of a course is entered on the student's transcript as U, but does not enter into the computation of the GPA. No course credit is awarded for a grade of U.
13. Seniors, during their final semester, are discouraged from taking a course using the S/U option unless they will have a total of 32 course credits without the S/U course.

For additional information regarding the S/U grade option, please refer to the registrar's office web page at [colgate.edu/registrar](http://colgate.edu/registrar).

## Withdrawal from a Course

Students are permitted to withdraw from a course without academic penalty until the mid-term date listed in the academic calendar. For fractional credit courses that meet for the first- or second-half of term students are permitted to withdraw without academic penalty prior to the appropriate date listed in the academic calendar. The required course withdrawal form is available in the registrar's office. Withdrawing from a course after the end of the drop/add period places a W on the transcript for the course. Students are cautioned to avoid a pattern of regularly accumulating W grades on their academic record.

First-year students normally may withdraw from courses only for reasons beyond their ability to predict or control and only after consultation with the course instructor and faculty adviser. Juniors or Seniors may withdraw from courses only after consultation with the course instructor and faculty adviser.

Withdrawals after the deadline are not permitted unless there are extraordinary circumstances (such as severe illness) that merit an exception. In those cases, a petition must be submitted to the administrative dean and approved by the Committee on Standards and Academic Standing (CSAS).

Students on academic warning may withdraw from a course only for well-documented reasons and only after consulting with their administrative dean. (See Academic Warning and Suspension below.)

## Incompletes

The temporary status of "incomplete" in a course is given only when, for compelling reasons, a student is not able to complete the work in the course by the end of the term. It is used rarely and only as a consequence of extenuating circumstances beyond the ability of the student to predict or control. *A student's request for an incomplete must be made before the end of the term and must be directed to the administrative dean, who will consult with the instructor in the course (or study group director) before making a decision.* Faculty do not grant incompletes. If an incomplete is granted by the administrative dean, he or she then informs the university registrar, the student, and the faculty member electronically. It is the student's responsibility to make arrangements with the instructor to complete the work in the course by the established deadline.

An administrative dean will grant an incomplete for a specific period of time, but in most cases the incomplete work must be completed and submitted to the faculty member not later than 20 days from the

last day of the term's final examination period. Extensions beyond the 20-day period will be granted by the administrative dean only as a result of highly unusual circumstances. The instructor will submit the appropriate grade to the Registrar within 10 days after the conclusion of the deadline for completion of work, whether or not the make-up work has been completed. If no grade is submitted, the registrar, after consultation with the instructor and administrative dean, will assign a grade of F.

## Class Attendance

Attendance at all classes is expected and is an important part of one's academic development. Since most faculty at Colgate put a premium on student participation in class, absence is likely to be detrimental to the student's learning in any course.

Attendance practices for each course will be announced by the faculty member at the beginning of each term. Conflicts between curricular and co-curricular activities should be avoided by careful planning and scheduling of activities. *The rare but unavoidable conflict should be worked out well in advance by the student with the faculty member's permission.*

Students may request that an administrative dean notify faculty members about prolonged absences due to serious health problems. Such problems must be verified by Student Health Services. Students should consult an administrative dean immediately if non-health-related obligations will force them to miss several classes. Single or brief absences should be discussed by the student and faculty member without necessarily contacting the student's administrative dean.

## Class Standing

Progress toward degree typically requires the successful completion of a minimum of 4.00 course credits per semester. Class standing is determined by the number of credits earned. A student's initial class year and expected graduation date may be changed if progression toward degree is interrupted by leaves of absence, course failures, course withdrawals or reduced course loads.

In order to achieve junior class standing, a student must successfully complete 4 semesters and a minimum of 14 course credits. To qualify for senior standing, a student must successfully complete 6 semesters and a minimum of 22 course credits.

Students who receive financial aid should refer to Financial Aid for eligibility for federal programs.

## Minimum Academic Progress

Students must earn a minimum GPA of 2.00 each term as well as cumulatively in order to be considered in good academic standing. Students who fail to meet minimum GPA requirements are subject to academic warning or dismissal (see below) and may lose eligibility for federal and/or state aid. See Financial Aid.

## Academic Warning and Suspension

The Committee on Standards and Academic Standing (CSAS), chaired by a designated member of the dean of the college staff, reviews the academic performance of all students at the end of each term. Students are expected to meet minimum GPA requirements, not only for each single term but also on a cumulative basis.

1. A student who fails to meet minimum GPA requirements (see "Minimum Academic Progress," above), either cumulatively or for any term, will be placed on academic warning during the next term of enrollment at Colgate, or will be suspended.
2. Any student on academic warning who fails to earn at least a 2.00 GPA for a term will be subject to academic suspension.
3. Any student who fails three or more courses during a term and/or who has a term or cumulative GPA of less than 1.33 will be subject to suspension even if the student is not on academic warning.
4. A student readmitted after academic suspension will be placed on warning for the term in which he or she returns.
5. A student who does not return from an academic suspension within four semesters will be withdrawn from the university and must apply for readmission through the Office of Admissions
6. A second academic suspension results in permanent academic dismissal.

## Off-Campus Study

### Colgate Study Groups and Extended Study

All academic regulations, registration changes, and drop/add deadlines for a term are applicable to students enrolled in a study group.

A normal course load on a Colgate study group is four courses, unless a fifth course is a required part of the program. Any deviation from this norm requires pre-approval first from the director of the study group and the director of the Office of Off-Campus Study/International Programs, and subsequently from the associate dean of the faculty.

Use of the satisfactory/unsatisfactory (S/U) grading option for study group courses is highly discouraged. Requests for the S/U grading option for study group courses must be approved by the director of the study group, the director of the Office of Off-Campus Study/International Programs, and the associate dean of the faculty.

Any seniors electing to participate in a spring extended study will graduate at the next degree conferral date, but will be eligible to apply for participation in the May commencement ceremony. Please refer to the student handbook for details on commencement participation.

## Approved Programs

Students are bound by the academic regulations and registration requirements of their approved program sponsor and host institution in addition to those of Colgate University. Students are expected to enroll in pre-approved courses equivalent to 4 Colgate credits. Any deviation from this norm requires pre-approval from the approved program sponsor, director of off-campus study, and subsequently from the associate dean of the faculty. Students who plan to participate in an approved program must submit a Transfer Credit Application Form, available in the Registrar's Office or online, prior to departure.

Students may participate in one semester-long approved program. Students with a compelling academic reason who wish to study on a single approved program for two consecutive terms must successfully petition the Off-Campus Study Committee. Petitions for two different approved programs will not be allowed. Students who successfully petition to participate in an approved program for two consecutive terms may transfer eight (8.00) credits toward the Colgate degree. This is the maximum transfer credit: students who earn eight credits may not receive other transfer credit, such as Advanced Placement or summer credit. This policy does not alter existing policies set by departments and programs for transferring major or minor credit.

Credit from approved programs counts toward the six-course limit for transfer credit. Credit and grades for approved programs appear on the Colgate transcript but are not counted toward the GPA. Satisfactory/Unsatisfactory (S/U) or other ungraded options are not permitted.

A student is considered in residence while on an approved program, with the proviso that only one such semester may count toward the seven-semester residency requirement for graduation.

## Leaves of Absence

Many Colgate students complete the bachelor's degree by attending Colgate, including participation on a study group or approved program, for eight consecutive semesters, but there are often compelling reasons for students to break this normal attendance pattern. These reasons fall into three categories: academic reasons, personal reasons, and medical reasons.

*Academic leaves* can be requested when a student wishes to directly enroll for a semester at another U.S. college or university. Unlike participation in an approved program, a semester of academic leave does not count towards the seven-semester residency requirement, nor is Colgate financial aid available. Approval of an academic leave is not automatic. Students must present an academic rationale, including support from their academic adviser and administrative dean, when applying for a leave.

Students approved for an academic leave will be charged an administrative fee of \$500 to defray costs incurred by Colgate for maintaining records and providing advising and other services to students while studying away from the university. (See Leave of Absence Fees and Deposits for details on payment of fees.) Students who intend to apply non-Colgate credit toward the Colgate degree must follow the procedures outlined under "Transfer Credit Policy and Procedures," below.

Students may take courses at another institution during a summer or intersession term without requesting an academic leave of absence.

*Personal leaves* can be requested for one or more semesters. Students may request such leaves when they desire or need to be away from campus for a variety of reasons. There are two options available depending on when the student requests the leave. For more detailed information regarding the two *personal leaves of absence* options consult the *Colgate Student Handbook*.

*Medical leaves* are arranged in consultation with a student's administrative dean, who authorizes a student, if necessary, to withdraw from courses without academic penalty and monitors the procedures by which students are certified to resume academic work. The administrative dean works with the student and his or her family or guardians to make arrangements to accommodate the individual situation. *A student who does not return from an academic, personal or medical leave within four semesters will be withdrawn from the university and must apply for re-admission through the Office of Admission.*

For more detailed information regarding *medical and personal leaves of absence*, consult the *Colgate Student Handbook*.

If unapproved leaves are taken, students are withdrawn from Colgate and must apply for re-admission through the Office of Admission. In addition, students taking an unauthorized leave of absence must be aware that their eligibility for student aid is jeopardized, and that academic work taken elsewhere is not considered for transfer credit. *Any student who is uncertain about attending a future term at Colgate is urged to discuss the matter with the administrative dean prior to the deadline for requesting a leave.* (See Residency Requirement and Transfer Credit Policy and Procedures in this section.)

## Transfer Credit Policy and Procedures

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This PDF is an extract of the full online catalogue as of August 1, 2018. Therefore, there may be some differences with the live web pages and links or other interactive content will not work.

Matriculated students may receive transfer credit for a maximum of six Colgate course credits. (Maximum credits for transfer students are outlined in "Transfer Student Program," in this section.) This limit includes all courses taken on an approved program, at other institutions during the summer or intersession, during a leave of absence from Colgate, Advanced Placement, International Baccalaureate or other international exam credits, and college credits earned prior to entering Colgate as a first-year student. (See "Advanced Placement and Pre-matriculation Transfer Credit" in the following section.)

Students who plan to take courses at another institution and receive transfer credit from Colgate must submit a Transfer Credit Application, which is available on the registrar's office web page or in the registrar's office. All courses taken off campus must be approved in advance by the Office of the Registrar to be eligible to transfer, and in some cases by the appropriate department or program. Please refer to the registrar's office web page ([colgate.edu/registrar](http://colgate.edu/registrar)) for detailed information regarding the types of courses that may be considered for transfer and the process for transferring credits toward the Colgate degree.

Colgate University operates on a course credit system for graduation, not a semester-hour or quarter-hour system. Faculty, students, and administrators should be aware that semester- and quarter-hour values are assigned to courses at the majority of institutions in this country and abroad, and the interpretation and evaluation of transfer credit is, therefore, complex. It must *not* be assumed that transfer credit is automatic or that courses taken at other institutions can be transferred to a Colgate transcript on a one-for-one basis. The semester hour/quarter hour transfer conversion chart is available on the Transfer Credit Application in the Office of the Registrar or on the registrar's web page ([colgate.edu/registrar](http://colgate.edu/registrar)). The registrar's office will assist students in selecting appropriate courses, determine the amount of Colgate credit to be granted, and refer students to department chairs and program directors for specific course approvals as appropriate.

An official transcript, as well as any supporting documentation (such as department approval), should be submitted to the registrar's office within one academic year following the term in which the coursework was completed. After a transfer course has been recorded on a student's Colgate transcript, it may not be removed. If a student repeats the course at Colgate, the credit weight will be removed from the transfer course, but the transfer course will remain on the transcript.

## Advanced Placement and Pre-matriculation Transfer Credit

Upon receipt of an official college transcript, students may be eligible to earn credit for courses taken at a regionally accredited college/university while a student is in secondary school. The courses may be considered for Colgate credit if satisfactorily completed (letter grade of C or better) and bear a minimum of three semester or five quarter hours. Courses taken on a satisfactory/unsatisfactory, pass/fail, or other ungraded basis are not acceptable. Courses taught in the high school are not accepted. The course must be taken at the college/university (e.g., with degree seeking candidates and taught by a regular member of faculty). Students may be requested to submit course syllabi or laboratory materials for evaluation purposes. College courses completed prior to matriculation may not be used to fulfill the university areas of inquiry requirement. For required forms and additional information, refer to the registrar's office web page ([colgate.edu/registrar](http://colgate.edu/registrar)). Colgate credit is normally granted to first-year students who achieve a 4 or 5 on the Advanced Placement (AP) tests or a 6 or 7 on the International Baccalaureate (IB) examinations (higher level only), and when a department certifies that the exam score indicates a level of competence equivalent to the completion of a specific Colgate course. Individual students may petition for credit from A-Levels or other international examinations. The amount of credit, the conditions under which credit is granted, and/or placement appropriate to the academic development of the student are all determined by the appropriate Colgate academic department. Detailed descriptions of the petition process and credit policies applicable to an entering class may be found on the registrar's office web page. Credit from standardized examinations may not be used to fulfill the university areas of inquiry requirement.



All requests for credit for academic work completed prior to entering Colgate must be filed with the registrar's office prior to registration during the fourth semester. Supporting documentation, such as the official transcript(s), official test scores, and/or course syllabi, must be submitted with the pre-matriculation credit application. Students who fail to meet this deadline must submit a written request accompanied by a written statement of support from the academic adviser to the university registrar.

Advanced course placement without academic credit may be granted by departments to first-year students whose performance on the College Level Examination Program (CLEP subject examinations only), CEEB Achievement Tests, or the New York State Education Department's College Proficiency Examinations gives clear evidence of competence in the courses tested.

## Transfer Student Program

The maximum number of non-Colgate course credits for which a transfer student receives credit depends upon the number of acceptable liberal arts courses, grades, and credits from all other college(s) attended, as well as the number of acceptable Advanced Placement (AP) course credits.

After enrolling at Colgate, transfer students may subsequently transfer additional coursework from other institutions, with prior approval, up to the maximum indicated:

<i>Total course credits accepted upon enrollment at Colgate</i>	<i>Maximum (not additional) transfer course credits allowed</i>	
1.00 – 4.75	6.00	
5.00 – 8.75	8.00	
9.00 – 12.75	12.00	
13.00 – 16.00	16.00	No student may transfer more than 16.00 course credits toward a Colgate Bachelor's degree.

Any questions relating to the issue of transfer credit should be referred to the registrar's office.

Students who transfer to Colgate from other institutions will be subject to the requirements of the educational programs that are appropriate to their level of entrance (first-year, sophomore, or junior). These requirements include the Liberal Arts Core Curriculum, major, foreign language, writing (if stipulated on admission), and physical education requirements. The specific requirements as they apply to transfer students can be found in the transfer, visiting, and special student fact sheet, available from the Office of Admission.

In order to satisfy Colgate's residency requirement, transfer students are required to complete a minimum of four terms in academic residence at Colgate or on a Colgate study group. One term of an approved program may count toward the four semester requirement if the student does not exceed the maximum transfer credit limit indicated at the time of admission.

To count for major credit, a course taken elsewhere must be accepted by the appropriate Colgate department chair or program director. After enrolling at Colgate, transfer students are subject to the rules for transfer of credit under the section "Transfer Credit Policy and Procedures," above. Transfer students must be enrolled at Colgate for at least six terms in order to be considered eligible for the university honor of valedictorian or salutatorian.

Requests for exceptions to these policies, for academic reasons only, must be supported in writing by the student's faculty adviser and administrative dean and submitted in writing to the Petitions Committee.

## Petitions for Exemptions

Exemptions from graduation requirements are granted only by the Petitions Committee. Exemptions are approved for compelling academic reasons, or when a true hardship exists for the student through no fault of his or her own *and* when no other solution can be found. A petition for exemption should be developed with written support from the student's faculty adviser and administrative dean.

The Petitions Committee exists to hear petitions concerning all graduation requirements, including residency, the Liberal Arts Core Curriculum, and the transfer credit limit. The committee does not review routine administrative requests from students, nor does it hear appeals concerning routine administrative decisions.

## Changes to Academic Records

Academic records are sealed upon graduation, withdrawal, or permanent dismissal from Colgate University. No changes or additions to a student's undergraduate transcript will be permitted after this date. This includes, but is not limited to, grade changes, majors and minors, crosslisted courses, additional transfer credits, or additional courses taken at Colgate following graduation.

## Degree Conferral

Colgate University confers degrees three times each year: at the May Commencement ceremony, on August 31 and on December 31. Degrees are conferred only upon students who have been certified by the university registrar to have met all requirements as described in this catalogue and have met all financial obligations to the university. Students should refer to the "Policy for Participating in the Commencement Ceremony" in the Colgate Student Handbook.

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# Admission

## Applying to Colgate

### The Applicant

Colgate students are selected from applicants throughout the United States and around the world for the talent and intellect they can contribute to this university community. Academic achievement, reflecting a student's passion for, and engagement with, the learning process is important to the admission decision. Well-developed special interests, talents, and skills of all kinds can be a significant part of an admission application. In addition, Colgate is committed to attracting people who represent a wide range of intellectual perspectives as well as diverse economic, racial, religious, and geographic backgrounds. In the interest of bringing the best possible applicants to the university, Colgate sets no limits on the number of students admitted from a given secondary school. Colgate does not accept transfer, visiting, or special student applications for the undergraduate degree program from individuals who already possess a bachelor's degree.

All admission credentials, from the traditional secondary school record and standardized testing to letters of reference that cite intellectual and creative promise, are important. Personal character and qualities that both reflect and determine the productive use of a student's talent are also important to the admission decision. Teachers, counselors, and all applicants should know that assistance in identifying such subjective characteristics is welcome.

### The Academic Record

While other considerations are important, the academic record stands at the heart of any admission decision. An academic record is evaluated strictly in terms of course selection and achievement — that is, what a student did with what was available in the school attended.

Academic preparation is usually measured in Carnegie units, with one unit representing a full year's work in a major academic subject. Applicants with fewer than sixteen units are seldom admitted. The number and difficulty of courses chosen each year is an important measure of academic motivation and achievement. While each student's record is evaluated individually, the strongest applicants will have completed five major academic courses per year whenever possible. The senior year program is most important as it is the final preparation for college-level work. It should include at least four to five courses, including honors or advanced-level courses such as AP and IB courses. Colgate encourages students to pursue cumulative subjects, such as foreign languages and mathematics, through senior year.

The typical distribution of courses across disciplines for most accepted students is four years of English (especially composition and literature); four years of mathematics; four years of natural and physical sciences, with a lab; four years of social sciences (particularly advanced courses in history); and at least three years of a foreign language. Colgate encourages elective coursework in the arts and strongly advises students to pursue honors and advanced-level courses in major areas of interest.

All applicants should follow these recommendations to the best of their ability. Scheduling problems or other circumstances that limit course selection should be conveyed in a statement attached to the application. Colgate evaluates applications based on the material available, but further information may be requested.

## Recommendations

Faculty and counselor recommendations are vital to the admission evaluation. Faculty recommendations must be written by teachers from core academic subjects in an applicant's 10th, 11th, or 12th grade year. Additional recommendations may also be useful if they are written by those who know an applicant well and have been in a position to evaluate the student's performance. Good judgment should be used in asking for additional recommendations; too many testimonials can make an application more difficult to interpret and process.

## Standardized Testing

All admission candidates must submit the results of standardized testing according to one of two options:

1. **The SAT Reasoning Test** (mathematics and critical reading sections from the old SAT and evidence-based reading and writing, and math sections from the new SAT; optional essay not evaluated)
2. **The ACT Assessment** (writing test not required)

Colgate will accept self-reports SAT or ACT scores for the purposes of application assessment. These scores must be verified by an official report prior to enrollment.

## Writing Requirement

The university offers a selection of courses designed to aid students who need more work in English composition. Although the courses are generally available to Colgate students as electives, some matriculating students, identified at the time of admission, may be required to enroll in one or more of these courses. (See "Writing and Rhetoric" in Course Descriptions.)

## Financial Aid

A domestic candidate requesting institutional need-based financial aid should complete the CSS PROFILE and the Free Application for Federal Student Aid (FAFSA). International students and those who do not qualify for federal financial aid must submit only the CSS PROFILE. These forms are due by November 15 for Early Decision I candidates and by January 15 for Early Decision II and regular decision candidates. Transfer applicants should submit the CSS PROFILE and the FAFSA by the admission deadline of the term for which they are applying. Additional information may be obtained in Financial Aid and at [colgate.edu/financialaid](http://colgate.edu/financialaid).

## First-Year Admission

### Application Procedures

A candidate can complete and submit an application electronically. Applicants must submit the following required documents: the first-year application, a one-page Colgate writing supplement, the Mid-Year School report, and an Early Decision Agreement form for students applying under the Early Decision program. The first-year application includes a School Report and Teacher Evaluation forms for the guidance counselor and

two high school teachers to complete and submit. Applications for first-year admission must be submitted by January 15. Applications submitted online require an electronic signature. More information about the application process can be found at [colgate.edu/apply](http://colgate.edu/apply).

## Application Supplement

The Colgate writing supplement to the first-year application is required of all applicants. The writing supplement is available in the first-year application, and at [colgate.edu/checklist](http://colgate.edu/checklist).

## Application Fee

Colgate requires a non-refundable fee of \$60 from all candidates for admission. This fee may be waived upon certification of extreme financial hardship by the guidance counselor or by a school-certified College Board Fee Waiver, or for students who qualify for a fee waiver through the Common Application or Coalition Application. The application fee is also waived for students whose permanent mailing address is outside the United States.

## Admission Notification

Admission is granted only through notification by the Office of Admission. Regular Admission decisions are announced in late March or early April. Financial aid candidates normally receive notice of any aid award with their acceptance letters. All accepted candidates wishing to enroll, other than Early Decision candidates (see below), must pay a non-refundable tuition deposit of \$500 by May 1. Envelopes postmarked *after* May 1 may not be accepted.

## Postponed Enrollment

While most students apply for admission with the intention of entering college the following fall, some accepted applicants may wish to postpone entrance to Colgate for a period of time.

Accepted applicants who do not matriculate at another institution may ask to postpone their enrollment for up to two semesters or one year after the date of initial expected enrollment. Such a request should be made in writing to the Office of Admission by June 1 of the year in which application has been made, and must be accompanied by a non-refundable \$1,000 enrollment deposit. This deposit will hold the student's place in the class he or she wishes to enter. Applicants who do not pay the \$1,000 deposit and who do not matriculate at another institution, or who defer their entrance for more than two semesters, must formally reapply for admission. Students admitted from Colgate's waiting list are not eligible to defer their enrollment.

Students applying for financial assistance must file the CSS PROFILE and FAFSA by January 15 of the year of intended enrollment. Candidates may expect notification of financial aid awards by early April of the spring before entrance.

## Advanced Placement and Pre-matriculation Credit

Information regarding advanced placement and pre-matriculation credit can be found in Academic Regulations.

## Visiting Colgate

Colgate encourages each prospective applicant to arrange a visit to campus, if possible. While interviews at Colgate are non-evaluative, they give applicants insights about Colgate and the admission selection process.

A prospective applicant who is not able to arrange a campus visit may schedule an informational interview with a Colgate graduate near their school or home. Admission staff members recognize that it may not always be possible to visit the campus before applying; still, it is important for the student to see the campus and meet the people who live, study, and work at Colgate before making a final college choice.

The admission staff is happy to assist applicants with arrangements for visits to campus. To ensure that records of campus visitors are as accurate as possible, prospective applicants are encouraged to check in at the Hurwitz Admission Center in the James B. Colgate Administration Building upon arrival. If the office is closed, campus maps (digital version at [colgate.edu/campusmap](http://colgate.edu/campusmap)) and forms to request admission materials may be found in the visitor box outside the administration building. Prospective students may choose to explore Colgate in a number of different ways.

1. **Information sessions** are available weekdays throughout the year and on many Saturdays. Times may vary, so visits should be confirmed in advance by visiting the website or calling the Office of Admission. Please register at least one week in advance for a Saturday information session and tour by visiting [colgate.edu/visit](http://colgate.edu/visit).
2. Join a **campus tour**. Student-led tours are scheduled regularly on weekdays and select Saturdays throughout the year. Schedules may vary on or before major holidays. A virtual tour is available at [colgate.edu/virtualtour](http://colgate.edu/virtualtour) outside of regularly scheduled tours. For information regarding tour schedules, visit [colgate.edu/visit](http://colgate.edu/visit).
3. **Saturdays@Colgate**. On Saturdays from mid-September to early December and during March and April, prospective students and their families can get an in-depth look at academic and campus life at Colgate. Ideal for first-time visitors, Saturdays@Colgate offer information sessions led by an admission officer, and the opportunity to hear from a faculty member and a Colgate student. A student-led campus tour follows the program. Reservations are required. Visit [colgate.edu/visit](http://colgate.edu/visit) to register and view the schedule.
4. Schedule an **informational interview**. Non-evaluative interviews are conducted by senior admission interns or admission officers and are offered from May of the junior year through December of the senior year. Registration is requested at least three weeks in advance and can be made at [colgate.edu/visit](http://colgate.edu/visit).
5. **Visit classes**. Faculty welcome student visitors to most classes, as long as there are spaces available and no examinations are planned. Class schedules are available in the Hurwitz Admission Center. Advanced registration is not required.
6. Spend the night through the **Overnight Hosting Program**. High school seniors and prospective transfer and visiting students can experience everyday life at Colgate by staying in the residence halls with student hosts. Visits during the week are most productive, allowing time for visiting classes, attending activities, meeting with faculty, and talking with Colgate students. The host program is offered Sundays and select Thursdays from mid-September to mid-November and from early February to early March. Stays are limited to one night. Reservations are requested at least

10 days before an intended stay and can be made by calling the Office of Admission or signing up at [connect.colgate.edu/portal/overnight](http://connect.colgate.edu/portal/overnight).

7. **Connect with Colgate faculty and staff members.** Faculty and other Colgate staff members enjoy talking with prospective students who want to find out more about a particular discipline or campus activity. Please contact any faculty or staff member directly using the campus directory on our web pages if you desire to meet with them during your visit. Prospective students and their families who have questions about financial aid may meet with Office of Financial Aid staff weekdays during regular office hours.
8. Schedule an **alumni informational interview.** Prospective students unable to visit campus before applying are encouraged to meet with a Colgate graduate. Please call the Office of Admission or email [admissions@colgate.edu](mailto:admissions@colgate.edu) for a referral. Colgate alumni admission volunteers are available in most areas of the United States and in some countries abroad. These interviews are informational rather than evaluative.

## Special Admission Programs

### Early Decision

An Early Decision application indicates that Colgate is a student's first choice and that the student will withdraw all other applications and attend Colgate if admitted. Not to be confused with early action, Early Decision at Colgate is binding; a signed Early Decision Agreement is required to complete an Early Decision application. The form must be signed by the student, a guidance counselor, and a parent or legal guardian. Students may not apply to more than one college as an Early Decision applicant. As Early Decision programs may vary slightly from college to college, please note the following options and requirements specific to Colgate's Early Decision program.

### Colgate offers two options for Early Decision:

**Early Decision Option I** Candidates who apply by November 15, including completion of the Early Decision Agreement form, will receive decisions in mid-December. All required application documents should be postmarked no later than November 15.

Candidates who initiate and complete Early Decision applications between November 15 and December 15 may be eligible for consideration in the Early Decision Option I review process at the discretion of the dean of admission. Early Decision applications completed too late for Option I consideration will be evaluated according to Option II.

**Early Decision Option II** Candidates who file applications between December 15 and January 15 may declare their Early Decision first choice interest in Colgate and receive notification on a rolling basis. Notification of admission will occur within two to four weeks after receipt of the application and all supporting documents, including a completed Early Decision Agreement form.

Students who file regular decision applications by January 15 may change their status to Early Decision by filing an Early Decision Agreement form any time before March 1. Notification will occur within two to four weeks of completion of the application.

### For both Early Decision options



1. Applicants may be accepted, deferred for reconsideration under regular decision (with notification by early April), waitlisted, or denied admission. Students who are deferred under Option I will not be reconsidered under the Option II timetable.
2. Multiple or concurrent Early Decision applications to Colgate and any other colleges are not permitted. Early Decision candidates may file regular decision applications to other colleges, but once admitted to Colgate through Early Decision, all other applications must be withdrawn. Failure to do so may result in withdrawal of Colgate's offer of admission.
3. Accepted Early Decision candidates must pay a non-refundable enrollment deposit of \$500 within two weeks of acceptance.

Standardized testing (SAT Reasoning Test or ACT Assessment and TOEFL, if applicable) should be completed by early November for Option I candidates. Option II candidates should complete testing by early December. An application is not complete, and no decision can be made, until all required test results are received. Results of early November testing normally will be available from the testing services in time for Option I review if the scores are sent directly to Colgate, or a student may self report their testing upon receiving the results. *Upon written request from the student, a decision may be postponed until the latest test results are received by Colgate.*

An Early Decision candidate applying for financial aid should file the CSS PROFILE and FAFSA by the Early Decision deadline.

Admission and financial aid announcements are delayed for Early Decision candidates until all financial aid forms have been received and processed.

## Early Admission

Candidates with strong academic records, who receive the support of their secondary schools, may apply for admission and entrance prior to the final year of secondary school. Members of the admission staff are available to discuss this option with those who are interested.

## Alumni Memorial Scholars

The Alumni Memorial Scholars (AMS) program promotes academic and personal achievement through service, leadership, and wide-ranging intellectual inquiry. The program was established in 1945 in tribute to Colgate students and alumni who gave their lives during the First and Second World Wars. Today, it attracts students from across the country and around the world, young men and women whose academic credentials, character, creative talent, and community involvement indicate the potential for high-level engagement both inside and outside the classroom. All Colgate applicants are automatically considered for admission to AMS, so there is no program-specific application. Eligible students will be notified of their acceptance into the AMS program alongside an offer of admission to the university.

Each AMS student in good standing will have access to grant funds totaling \$6,000. These funds are intended to support independent research projects, internships, academic conference attendance, and other eligible academic programs. In recent years, they have enabled AMS students to visit dozens of countries across six continents. Grant funds may be used all at once or through several smaller requests, as long as the cumulative total does not exceed the maximum. Faculty and staff reviewers must approve all requests.

AMS students benefit from extraordinary access to Colgate's faculty, staff, and campus resources. Curricular requirements include a special AMS orientation prior to first-year orientation and a quarter-credit course on research design during the spring term of the first year. First-years will ordinarily be housed as a cohort, and students in all class years are encouraged to attend group excursions, dinners, lectures, and presentations.

Questions about AMS admissions should be sent directly to the admission office. For more information about the AMS program, please visit [colgate.edu/ams](http://colgate.edu/ams).

## Benton Scholars

The Benton Scholars Program was developed as a model for how a liberal arts education can be shaped to fully prepare students to think, act, and create in a world that is increasingly diverse and global. Colgate has a long and proud history of graduating students who lead in all aspects of their lives. This program is part of a university-wide focus on ensuring that this great tradition endures.

The program has been thoughtfully designed to infuse leadership and global themes into the Colgate experience by providing scholars with activities and selected courses that will enrich and bring new perspectives to their experiences on campus and throughout their lives. Like all Colgate students, Benton Scholars have control of their course of study, as well as choice of major and activities. The program builds upon the Colgate experience rather than creating a separate track within it.

Those invited to participate in the Benton Scholars Program are students who have demonstrated not only the ability to think and lead, but also the passion to make a positive impact on the world. This program will sharpen skills, ignite new passions, and provide a platform to think globally about what it means to be a leader in the 21st century.

## Office of Undergraduate Studies (OUS)

The Office of Undergraduate Studies (OUS) Scholars Program is the second oldest scholars program at Colgate, established in 1967 as the "University Scholars Program." Candidates chosen to be part of the program are a highly select group of students who have demonstrated creativity and determination in the face of personal, economic, and social challenges; they have systematically sought the most demanding academic paths open to them and dedicated themselves to achieving success. The OUS Scholars Program is a vibrant community of scholars who have a history of making significant and meaningful impacts on campus.

The OUS curricular program begins with the Summer Institute, a rigorous five-week, pre-first-year summer session designed to begin the transition to college. With courses taught by a select group of Colgate's excellent faculty, the Summer Institute fosters close and lasting student-faculty relationships and enhances the academic preparedness of OUS scholars. Each OUS cohort lives and learns together in a supportive family-like environment throughout their first year. This tight-knit community is further developed over four years at Colgate through a series of planned events and experiences, setting the stage for students to take on a wide array of scholarly pursuits, leadership roles, and community engagements.

Eligibility for admission to Colgate through OUS is determined at the time of admission, and no separate application is necessary. Questions about OUS admissions should be sent directly to the admission office. For more information about the OUS program, visit [colgate.edu/ous](http://colgate.edu/ous). See Office of Undergraduate Studies (OUS) for additional information.

## International Student Admission

International students whose first language is not English should sit for the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). The most competitive candidates for admission generally receive a TOEFL score of 100 or above on the Internet-based test, or an IELTS equivalent of a seven or greater. Students studying at an English-medium secondary school can request a TOEFL waiver.

All admission documents should be written in English or accompanied by certified translations from a local consulate, embassy, or school official.

While Colgate welcomes international applicants, there is limited financial assistance for students who are not U.S. citizens or permanent residents. Canadian nationals are eligible for certain loan and work-study programs.

## Admission by Transfer Application Procedures

Colgate considers well-qualified candidates from other colleges who seek to enter with advanced standing for transfer admission. Admission may be granted in the fall or spring. The application deadline for fall admission is March 15; for spring, November 1. (Candidates are notified of the admission decision by early May and early December, respectively.) A non-refundable application fee of \$60 must accompany each application. This fee may be waived upon certification of extreme financial hardship or if the student has received a waiver from the Common or Coalition Application. The application fee is also waived for students whose permanent mailing address is outside the United States. Colgate does not accept transfer, visiting, or special exemption student applications for the undergraduate program from individuals who already possess a bachelor's degree.

Competition for admission with advanced standing is rigorous. Most successful transfer applicants will have achieved at or above the 3.00 (B) grade level during their previous college experience. Participants in the Visiting Student Program (see below) are eligible to apply for transfer to Colgate but should not expect to receive preferential treatment.

*Application requirements:* In addition to an application for transfer admission, Colgate reviews a full report of the candidate's secondary school record and the results of either the SAT or the ACT must be submitted. Official transcripts of all completed college studies should be forwarded immediately. The College Official's Report should be completed and submitted by the dean of each college attended, and the Faculty Recommendation should be completed by a faculty member who has taught the student and who can comment on the student's academic potential. Additional information about applications can be found at [colgate.edu/apply](http://colgate.edu/apply).

*Previous applicants:* Students who previously applied for first-year or transfer admission are welcome to apply for transfer admission. The Office of Admission retains application materials from the past two academic years and will refer to previous application data during the transfer review process. Students who previously applied for first-year admission must submit all transfer application materials; it is not necessary to forward standardized test scores if they were submitted with the first-year application.

*Transfer credit* is generally allowed for courses taken through a strong liberal arts curriculum in which a grade of C or better has been earned. Credit toward graduation may be granted for no more than the equivalent of 16 Colgate course credits. After enrolling at Colgate, transfer students are subject to the rules for transferring of credit which apply to matriculated Colgate students. See Transfer Student Program.

*Financial aid:* Colgate is able to offer need-based institutional financial aid to transfer students. Institutional aid for transfer students is limited to the number of semesters needed to complete the degree requirements, as determined by the registrar, at the time of admission.

Transfer students entering in the fall and anticipating a need for help with financing their education must submit the CSS PROFILE and the FAFSA by March 15 for the fall term and November 1 for the spring term. Additional information may be obtained in Financial Aid and at [colgate.edu/financialaid](http://colgate.edu/financialaid).

## First-Year versus Transfer Admission for Students with Advanced Standing

Colgate University defines a transfer applicant as someone who has enrolled in a degree-seeking program at a college or university. A student who possesses an associate's degree must normally apply to Colgate as a transfer student.

Students who have supplemented their high school curriculum with college-level classes in a non-degree-seeking program and students who have enrolled in a high school enrichment program associated with a college may have the option of applying to Colgate as either a first-year student or a transfer student. The benefits and limitations for these options are outlined below:

### First-year students

- are permitted a total of six course credits of transfer/pre-matriculation work
- participate in first-year orientation
- enroll in first-year seminar during first semester; faculty member becomes adviser
- participate in first-year residential experience
- apply using a first-year application
- may only be admitted for fall term

### Transfer students

- are permitted up to 16 course credits of transfer/pre-matriculation work
- participate in transfer orientation
- register for classes with appropriate class year
- number of required Core courses determined by class year
- may be able to fulfill Areas of Inquiry requirements with transfer credits
- obtain on-campus housing based on entering class year
- apply using a transfer application
- may be admitted for fall or spring terms

## Visiting Student Program

A student who wishes to attend Colgate for a term as a visiting student should complete an application form. Members of the Visiting Student Program are eligible to apply at a later date for transfer, but it must be understood that no preference is given over other transfer applications, and visiting students must meet the same standards as candidates not in attendance. Visiting students are not eligible to receive Colgate financial aid.

For students wishing to enroll, a non-refundable tuition deposit of \$500 is required within two weeks of receipt of the official acceptance letter.

Students applying for admission as visiting students should visit the admission web pages: [colgate.edu/admission-financial-aid](http://colgate.edu/admission-financial-aid).

## Special Exemption Students

The special exemption student option is almost invariably limited to a few area residents who, for personal reasons, wish to enroll for one term and for less than a full course load. Special exemption student status is an exception; the Colgate campus does not readily lend itself to part-time, non-residential students. Special exemption students must plan to commute, as there is no provision in the residential facilities for those taking less than a full academic program. Students must complete the application and pay a non-refundable application fee of \$60. Special exemption students receive no extraordinary consideration or priority at registration.

For students wishing to enroll, a non-refundable tuition deposit of \$500 is required within two weeks of receipt of the official acceptance letter.

Students applying for admission as special exemption students should visit the admission web pages: [colgate.edu/admission-financial-aid](http://colgate.edu/admission-financial-aid).

## Readmission

Students who withdrew from or were withdrawn from Colgate need to apply for readmission; however, readmission to Colgate is not guaranteed. Please be aware that to earn a Colgate degree, readmitted students will be subject to certain academic requirements in place at the time of readmission. Admission and financial aid application materials must be postmarked by the application deadline. For spring admission the deadline is November 1, for fall it is March 15.

### Application requirements:

1. Re-admission form to the Office of Admission
2. College Official's Report
3. Faculty Recommendation
4. Transcript(s) from institutions attended since withdrawal from Colgate
5. Mid-Year School report from faculty teaching current classes
6. Other information may be required based on a review of the student's record. The Office of Admission will work with the Dean of College division to determine if additional documentation is required.

### Financial aid requirements:

All aid applicants must file the CSS PROFILE and the FAFSA.

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# Expenses

## Application Fee

Colgate requires a nonrefundable fee of \$60 from all candidates for admission. For information regarding fee waivers, see Application Fee.

## Charges

A matriculated student is defined as a student who is working toward a Colgate degree. Matriculated students are assessed tuition and fees each semester at one-half of the annual rate. There is no additional tuition charged for course overloads (see Normal Course Loads), nor is there a reduction for an underload.

A basic annual cost for 2018–2019 is

Tuition	\$55,530
Student Activity Fee	340
Room (residence hall)	6,755
Meals (premier unlimited)	<u>7,240</u>

\$ 69,865 At least \$2,360 should be allowed for books, supplies, normal travel, clothing, and

incidentals. In addition, a one-time transcript fee of \$50 is assessed for students attending Colgate for the first time.

**Per Course Billing** Matriculated students may request per course billing if:

- a. they have completed eight semesters of coursework but must return for a ninth semester to complete degree requirements or,
- b. they have completed all degree requirements (see Academic Regulations) but wish to enroll for an additional semester to complete additional coursework.

A student must seek approval for per course billing through the Office of the Registrar prior to registration for their final semester. The Office of the Registrar will notify pertinent campus offices of approved per course billing status.

Students granted per course billing will be billed at a rate of one-eighth of the annual tuition per course. Such students will also be charged on a pro rata basis for optional add-on fractional credit components as well as stand-alone fractional credit components. No tuition will be charged for required add-on fractional credit components, such as labs. (See Academic Credit)

## Visiting Students

Visiting students are students who are not working toward a Colgate degree (non-matriculated). They are billed each semester for one-half annual tuition or one-eighth annual tuition per course, whichever is less.



# Insurance

**Health and Accident Insurance** Colgate requires that students have health and accident insurance coverage. Students who enroll at Colgate will be asked each year in June to record their health insurance status. All enrolled students are billed the annual premium for the Colgate Student Group Health Insurance on the fall semester invoice. If a student has private coverage and wishes to decline the university coverage, proof of alternate coverage must be provided. The premium is cancelled only upon timely submission of proof of alternate coverage. If proof of alternative coverage is not submitted on a timely basis the Colgate Student Group Health insurance cannot be cancelled. Students who do not have private coverage must enroll in the university insurance. Students enrolling in the student health plan must activate their coverage each year by recording their enrollment on the insurance web site. Enrollment is also activated by default after the waiver deadline for students that have not filed a waiver or actively enrolled.

**Tuition and Fee Insurance** A commercial insurance plan is available to safeguard tuition, student activity fee, and on-campus traditional residence hall room charges at 80 percent. Information regarding this plan is provided by the Office of Student Accounts.

**Off-Campus Study - International Medical Insurance Coverage** Students participating on a Colgate, faculty-led Study Group or an Extended Study Group will be enrolled in an international travel health policy for their time outside the United States. This coverage is expressly for routine and emergency healthcare outside the United States and includes other emergency-related benefits as well. The cost of this insurance is billed to students and that cost can be reviewed on the Colgate cost estimate sheets available on the Off-Campus Study web site ([colgate.edu/OCS](http://colgate.edu/OCS)). Students will be instructed on the use of the insurance abroad prior to departure.

Students studying internationally on a non-Colgate, approved program should receive insurance coverage through that approved program. In the event that the approved program does not offer insurance, or it does not meet Colgate University standards, students may be enrolled in the Colgate international health insurance and billed for that amount.

Colgate recommends that you continue your U.S.-based health insurance coverage (such as the Colgate Student Health Insurance Plan) while abroad so that when you return from your trip, whether as scheduled or early, you can access U.S.-based treatment without issue or interruption. If you waive your Colgate Student Health Insurance Plan, **which we do not recommend**, it is your responsibility to petition for re-enrollment in the plan by posted deadlines to ensure you do not have a gap in coverage.

## Students Studying Off Campus

The university adopted a home school tuition policy effective for the Class of 2016 and beyond. Beginning with the 2014–2015 academic year students who study on a Colgate-directed study group or on an approved program will pay Colgate tuition when studying off campus. Student budget estimates for individual off-campus study programs are available from the Office of Off-Campus Study/International Programs. Further information regarding off-campus study programs and policies may be found at [colgate.edu/off-campusstudy](http://colgate.edu/off-campusstudy).

# Graduate Students

Information regarding tuition and fees for the graduate program can be found in Graduate Program.

## Billing Schedule

<i>Semester</i>	<i>Billing Date</i>	<i>Payment Date</i>
Fall	July 1	August 1
Spring	December 1	January 1

## Payment of Bills

Semester bills are issued to the student on July 1 and December 1 and presented electronically. This bill for tuition, fees, fines, and applicable charges for room and meals (including fraternity/sorority charges) must be paid by the payment date each semester. A student will not be permitted to continue in classes until the semester bill has been satisfied. For more information about billing/payment, please contact the Office of Student Accounts 315-228-7812, or see [colgate.edu/studentaccounts](http://colgate.edu/studentaccounts).

The university offers two options for payment of tuition, fees, room, and meals: regular semester payments or monthly installments. Payments may be made by cash, check, or bank wire transfer. Payments can also be made online by e-check (no fee to payer). For information on loan programs, please contact the Office of Financial Aid, 315-228-7431, or see [colgate.edu/financialaid](http://colgate.edu/financialaid).

**Semester Payments** Payment for tuition and fees is due in advance of the beginning of each semester (see Billing Schedule above). Balances not paid by the deadline may be assessed a late fee of a minimum of \$100 or a maximum of 1 percent of the outstanding balance per month.

**Monthly Payment Plan** Through this option, an internal payment plan is administered by Colgate through the billing site hosted by Touchnet. When bills are posted each semester, a payment plan can be established through the bill site to divide semester fees over five months for a small set-up fee. Additionally, an external payment plan is available through Tuition Management Systems (TMS). Two semesters of tuition and fees may be paid in 10 monthly installments (June through March) after the payment of a small processing fee. Monthly payments not received by the first of the month may be subject to late charges and account termination. For more information, please contact the Office of Student Accounts, 315-228-7812, or see [colgate.edu/studentaccounts](http://colgate.edu/studentaccounts).

**Multiyear Prepayment** The Tuition Prepayment Plan protects students from probable future tuition increases by offering the opportunity to prepay tuition for two, three, or four years at the current rate of annual tuition set for the first year of participation in the plan. For more information, please contact the Office of Student Accounts, 315-228-7812, or see [colgate.edu/studentaccounts](http://colgate.edu/studentaccounts).

**Financial Aid Credits** Colgate University must receive notification of expected grants and loans that students or parents wish to use as a payment resource. Anticipated earnings from campus employment may not be claimed as credit on the bill. Students or parents who anticipate difficulty in making payment should consult with the Office of Financial Aid well in advance of the scheduled date of payment. For more information, please contact the Office of Financial Aid, 315-228-7431 or [finaid@colgate.edu](mailto:finaid@colgate.edu).

**Nonpayment Penalties** *In any semester, students who fail to make satisfactory financial arrangements and enter courses without paying their semester bill will be required to leave the university and forfeit all deposits and any academic credit for that semester.*

The university reserves the right to deny a student with an unpaid balance the opportunity to register for subsequent enrollment and to withhold the academic records from any student who has not satisfied, or made provisions to satisfy, accounts due to the university. Unpaid balances will, in due course, be turned over to an external collection agency.

Collections costs may be based on a percentage at a maximum of 33 percent of the debt. All costs and expenses, including attorney's fees Colgate University incurs in such collection efforts, are added to the debt, and Colgate must be reimbursed for these costs by the debtor.

## Withdrawal and Refund Policy

### On Campus

Students must notify and receive permission from an administrative dean to withdraw officially or to take a leave of absence from Colgate. The official date of withdrawal is determined by the student's administrative dean. A student who officially withdraws or is granted a leave of absence from Colgate before 60 percent of the enrollment period has expired will receive adjusted charges for tuition, fees, room, and meals based on the percentage of time enrolled. Federal aid is refunded according to the Federal Title IV refund formula. State grants are refunded based on individual state regulations. After 60 percent of the enrollment period has passed, no adjustments will be made. This policy applies only to tuition, fees, room, and meal charges set by Colgate University. External scholarships will be adjusted based on the host program's regulations. A sample of this refund policy is available by contacting the Office of Financial Aid, 315-228-7431 or [finaid@colgate.edu](mailto:finaid@colgate.edu).

### Off-Campus Study

Written notification of withdrawal must be dated and delivered to the director of off-campus study. E-mail notification from a Colgate e-mail address is acceptable. The postmark or date of e-mail will serve as the basis for any refund.

A student who withdraws from a Colgate study group, extended study or approved program after confirming their participation with the Office of Off-Campus Study/International Programs will be charged a \$1000 withdrawal fee to defray the administrative costs incurred by the university. Refunds of Colgate tuition charged for off-campus study are governed by the university's refund policy. Students will also be charged for any non-recoverable expenses including, but not limited to, non-refundable deposits, approved program charges, housing, transportation, visas, and/or shared group expenses. The extent of non-recoverable expenses vary by program and the date of withdrawal.

## Leave of Absence Fees and Deposits

Normally students attend Colgate for four consecutive years, fall and spring semesters. If it is necessary to interrupt this pattern, a student may request an academic or personal *leave of absence*.

Students must request an academic leave of absence from their administrative dean. Students approved for *academic leaves* will be charged a \$500 administrative fee. This fee defrays costs incurred by Colgate for maintaining records and providing advising and other services to students while studying away from the university.

Students approved for *personal leaves* will be required to pay a \$300 nonrefundable leave deposit. Provided that a student either returns for the scheduled semester or arranges an extension of the leave through his or her administrative dean, the deposit will be applied to the student's account in the semester of return to Colgate.

For a student who plans to be away on academic or personal leave in the fall semester, the fee or deposit will be due the previous August 1. For a student who plans to be away in the spring semester, the deadline is the prior January 1.

Approved medical leaves do not require a deposit or an administrative fee. For additional information on academic leaves, see Leaves of Absence. For additional information regarding personal and medical leaves, see the *Colgate Student Handbook*.

## Financial Aid

Colgate provides financial aid to students who are accepted for admission and have demonstrated the need for financial assistance. Colgate is committed to meeting the demonstrated financial need of all admitted students, but the admission process is not need-blind.

## Eligibility

A need-based financial aid package, including Colgate grant assistance, is offered to accepted students who file all required forms and statements on time and demonstrate that they cannot provide the full cost of a Colgate education through their own and their families' resources. A limited number of Colgate grant awards are reserved each year for international students. Believing that students should share responsibility for the cost of their education, the university makes use of available forms of self-help such as work opportunities and loans, as well as grants, in arranging financial assistance.

The amount of aid varies with need, as demonstrated by the Free Application for Federal Student Aid (FAFSA) and the Financial Aid PROFILE of the College Scholarship Service (CSS). If parents are divorced or separated, information must be provided by *each* parent or by the parent and spouse if the parent has remarried. The custodial parent (and spouse, if married) must complete the FAFSA and the CSS PROFILE; the noncustodial parent must complete the Noncustodial PROFILE.

## Limitations

1. Colgate grant assistance is limited to a maximum of eight terms of enrollment for students who matriculate as first-year dependent students, regardless of whether or not they were aid recipients in any given term. Courses transferred to complete Colgate degree requirements will reduce this eligibility.
2. It is anticipated that students who first matriculate as dependent students will remain dependent for financial aid purposes through completion of their degree requirements. Increased grant assistance is not available to students who marry or who voluntarily declare themselves independent of their

parents. Colgate is not able to offer assistance if parents decide that they no longer wish to support the student at Colgate.

3. Colgate grant assistance is applicable only to resident student programs and Colgate-directed off-campus programs and approved programs.
4. Colgate grant recipients could receive additional assistance for one Colgate-directed off-campus study group or approved program and one Colgate-directed extended study program. Colgate grant assistance is awarded to meet the extra costs after loans have been increased by \$1,500. (For additional information, inquire at the Office of Financial Aid.)
5. Students attending another institution on an academic leave of absence are not eligible for state or institutional aid. Only federal aid is transferable.
6. Visiting students are not eligible for Colgate financial assistance.
7. Financial aid is not available to international students who do not receive Colgate grant assistance as an entering student.
8. Students receiving federal or New York State financial aid must maintain satisfactory academic progress for continuance of such aid. Those standards appear below.

## Continuation of Aid

Financial aid awards are reviewed and renewed annually so long as it is justified by demonstrated need. A student must apply for financial aid each year.

## Yellow Ribbon Program

Colgate participates in the Yellow Ribbon Program, a component of the Post-9/11 GI Bill. Eligible military veterans can learn more at [benefits.va.gov/gibill](http://benefits.va.gov/gibill). Please note that veterans must be entitled to the maximum benefit rate in order to be — or to have their dependents be — considered for this program. Applications will be accepted on a first-come, first-served basis, with a limit of five new Yellow Ribbon participants per year.

The Yellow Ribbon benefit is a non-need-based award. The Yellow Ribbon benefit will cover on-campus expenses for tuition, housing, meals, and books. The Yellow Ribbon benefit does not cover the additional expense of a Colgate directed off-campus study or ex-tended study group, or a Colgate approved program. Federal loans may be available to help cover these additional costs.

## Athletic Scholarships

Colgate offers non-need-based athletic scholarships in selected sports through the Department of Athletics. The scholarship covers partial or all on-campus expenses for tuition, housing, meals, and books. Athletic scholarships do not cover the additional expenses of a Colgate directed off-campus study or extended study group, or a Colgate approved program. Federal loans may be available to help cover these additional costs.

## Standard, Current Descriptions of Financial Aid Programs

### New York State Programs

### Tuition Assistance Program (TAP)

**Application Procedures:** Applicants must apply annually to the New York State Higher Education Services Corporation (HESC), Albany, New York 12255. The application deadline for the current academic year is May 1. Students can begin the TAP application process by completing the Free Application for Federal Student Aid (FAFSA), available at [fafsa.ed.gov](http://fafsa.ed.gov), or from any high school guidance office.

The Higher Education Services Corporation determines the applicant's eligibility and mails an award certificate directly to the applicant indicating the amount of the grant. The postsecondary institution may defer payment on the basis of receipt of the award certificate. Actual payment is received after the school certifies student eligibility.

**Selection of Recipients and Allocation of Awards:** Tuition Assistance Program is an entitlement program. The applicant must (1) be a New York State resident and a U.S. citizen (or a permanent resident alien, paroled refugee, or conditional admittant to the United States); (2) be enrolled full time and matriculated at an approved New York State postsecondary institution and program; and (3) be charged tuition of at least \$200 per year. The amount of the award is dependent on state legislation and can vary from year to year.

Undergraduate students may generally receive TAP awards for eight semesters of study. Students enrolled in approved five-year programs, or in a state-sponsored opportunity program, may receive undergraduate awards for five years.

**Continuation of Awards:** Eligibility for renewal of awards is dependent upon satisfactory academic progress and good standing. The minimum standards of eligibility for undergraduate students are listed in the chart below:

<b>Standard of Satisfactory Academic Progress for Purpose of Determining Eligibility for State Student Aid</b>										
Before being certified for this payment	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Ninth	Tenth
A student must have accrued at least this many courses	0	1	3	6	9	12	15	19	23	27
With at least this grade point average	0	1.1	1.2	1.3	2.0	2.0	2.0	2.0	2.0	2.0

**Responsibilities of Recipients:** Recipients must be in good academic standing in accordance with Commissioner's Regulations and must not be in default of a loan guaranteed by the Higher Education Services Corporation (HESC). A statement of good academic standing, which is established by each institution in accordance with Commissioner's Regulations, may be obtained from the institution's financial aid office. Under certain circumstances, defaulted borrowers can be reinstated for TAP eligibility by HESC.

### Memorial Scholarships for Children and Spouses of Deceased Police Officers, Firefighters, Volunteer Firefighters, Peace Officers, and Emergency Medical Service Workers

This PDF is an extract of the full online catalogue as of August 1, 2018. Therefore, there may be some differences with the live web pages and links or other interactive content will not work.

**Regents Awards for Child of Deceased or Disabled Veteran (CV)**  
**Nursing Faculty Scholarship**  
**Veterans Tuition Awards**  
**New York State Scholarships for Academic Excellence**  
**World Trade Center Memorial Scholarship**  
**Military Service Recognition Scholarship**  
**State Aid to Native Americans**  
**New York State Math and Science Teaching Incentive Scholarship**

*Source and contact for programs described above:* New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, New York 12255, 888-697-4372, hesc.com

### **Vocational Rehabilitation**

**Application Procedures:** Persons with disabilities may obtain a list of local Office of Vocational Rehabilitation (OVR) offices from: Office of Vocational Rehabilitation, New York State Education Department, 1 Commerce Plaza, 19th Floor, Albany, New York 12234.

**Selection of Recipients and Allocation of Awards:** Any person with a substantial employment disability, who can become employable within a reasonable period of time, may be eligible. OVR serves those having any physical, emotional, or intellectual disability except blindness.

Persons legally blind are served by the Commission for the Blind and Visually Handicapped, State Department of Social Services, 40 North Pearl Street, Albany, New York 12243.

Eligible applicants may receive counseling, medical examinations and other evaluation services, physical and mental restoration services, and instruction and training including that given at institutions of postsecondary education.

Clients are asked to share the expenses, based upon state standards, of some of the services provided, such as college or university expenses to enable that client to attain his/her vocational objective. The client is required to maintain an average of C or better.

## **Federal Programs**

**Standard of Satisfactory Academic Progress for continued Federal Student Aid Eligibility:** In order to achieve minimum satisfactory academic progress, students must successfully complete 6 courses in the first year and 14 courses by the end of their second year. Throughout the student's remaining enrollment the student must complete a minimum number of credits as reflected in the "Standard of Satisfactory Academic Progress" chart above. These minimum standards in addition to grade point standards are used to monitor eligibility for federal aid. The financial aid office reviews the academic records of aided students at the end of each year. In addition, the Committee on Standards and Academic Standing (CSAS) reviews the academic performance of all students each term. If a student is not making progress according to the standards outlined in Chapter VII, the student is placed on warning or is dismissed. Student on academic warning may lose eligibility for federal student aid. Eligibility may be regained by submitting a waiver and, if approved, federal financial aid will be reinstated and the student will be placed on financial aid probation for one semester. Thereafter, students must achieve the minimum standards in the chart above to regain satisfactory academic progress to remain eligible for federal aid. Note: Federal student aid funds may be suspended for a drug conviction or drug related offense.

**Eligibility Requirements for Federal Student Aid:** To be eligible for Federal Student Aid, dependent students and their families or independent students, must complete a FAFSA (Free Application for Federal

Student Aid) at [FAFSA.ed.gov](http://FAFSA.ed.gov). The student must be a US citizen or an eligible non-citizen and must be an undergraduate/graduate enrolled at least half-time as a matriculated student at an eligible institution. The exception is for a Federal Pell Grant when students can be enrolled less than half time. In addition, students must not be in default or owe a refund for any Federal Title IV aid at any institution and be registered, if applicable, with the Selective Service. The Office of Financial Aid (OFA) confirms eligibility and awards, if applicable, and the amount is based on federal regulations in effect for each federal program.

### **Federal Pell Grants**

The Federal Pell Grant is an entitlement program. The award amount is determined by the Federal Expected Family Contribution (EFC), cost of attendance, and enrollment status i.e. full time, part time. An Institutional Student Information Report (ISIR) will be sent to each applicant based on the information provided in the application. Once the ISIR is received by the Office of Financial Aid (OFA), the award is calculated based on a payment schedule approved annually by Congress.

### **Federal Supplemental Educational Opportunity Grants (FSEOG)**

Awards are made to students with the lowest EFC (Expected Family Contribution).

### **Federal Direct Loan (subsidized)**

A student who receives this loan for the first time will be given application instructions at the time of the award. A student may borrow up to \$3500 the first year, \$4500 the second year, and \$5500 per year for the last two years. Interest rates can be found at [studentaid.ed.gov](http://studentaid.ed.gov). Interest does not accrue until the borrower enters repayment. Repayment is deferred as long as the student remains enrolled at least half-time and for a six month grace period after he/she ceases to be enrolled at least a half-time. Payment of principal may also be deferred for certain categories of borrowers: (1) rehabilitation training; (2) unemployment; (3) economic hardship including the Peace Corps, and (4) during a period of active military service. After ceasing to be at least a half-time student, the borrower must make formal arrangements with the Department of Education's servicer to begin repayment. Depending on the amount of the loan, the minimum monthly payment will be \$50 plus interest. Under unusual and extenuating circumstances the servicer, on request, may permit reduced payments. Repayment in whole or part may be made at any time without penalty.

### **Federal Direct Unsubsidized Loan**

This loan is virtually identical to Federal Direct Loans except the borrower, not the federal government, is responsible for the interest that accrues during the in-school, grace and deferment periods. Loan limits are the same as for the Direct Loan minus any amounts received under the Direct Loan for the academic year. The interest rate is established annually on July 1 and is a fixed rate for the life of the loan. Interest accrues on Federal Direct Unsubsidized Loans during the in-school, grace, and deferment periods and must be paid either monthly or quarterly by the borrower or else be capitalized.

### **Federal Direct PLUS Loan**

To apply for this loan the borrower, who must be the parent of a dependent undergraduate student, begins the application at [studentloans.gov](http://studentloans.gov). PLUS loans require a simple credit check. The maximum loan that can be borrowed is the cost of attendance, minus other aid. Interest rates can be found at [studentaid.ed.gov](http://studentaid.ed.gov). An origination fee is deducted upon disbursement by the Department of Education. Repayment begins 60 days after the full amount of the loan is disbursed.



### **Federal Work-Study Program**

An institution must make employment reasonably available to eligible students at the institution who are in need of financial aid.

### **United States Bureau of Indian Affairs Aid to Native Americans**

**Higher Education Grants:** The grant application is available from the education office of the tribe in which you are affiliated or possess membership. As the majority of federally recognized tribes are administering the grant program for their tribal members, call your tribe first. A tribal directory is located on the Department of the Interior's website. If your tribe is not administering the grant program, they can direct you to the nearest Office of Indian Education Programs Education Line Officer for the application (OMB No. 1076-0101), with instructions for completing and returning the application. More information can be found online at [olep.bia.edu](http://olep.bia.edu).

### **Veterans Administration (VA) Educational Benefits \***

1. Post-Vietnam Era Veterans Educational Assistance (Chapter 32)
2. Dependent and Survivors Educational Assistance (Chapter 35)
3. Montgomery GI Bill (Chapter 30)
4. Vocational Rehabilitation for Service-Disabled Veterans
5. Montgomery GI Bill Selected Reserves Educational Assistance Program (Chapter 1606)
6. Post 9/11 GI Bill (Chapter 33)

\* **Application Procedures:** Application forms, information, and assistance in applying for benefits are available at [gibill.va.gov](http://gibill.va.gov).

## **Additional Information**

Additional information may be obtained from the Office of Financial Aid, 315-228-7431 or [colgate.edu/financialaid](http://colgate.edu/financialaid).

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# Student Life

## Student Affairs

### Office of the Dean of the College

The Vice President and Dean of the College is the chief student affairs officer of the college and is concerned with the overall personal and educational development of students as well as the integration of Colgate's academic and campus life programs.

The departments within the Office of the Dean of the College provide holistic opportunities for students to develop ways of learning and living that are characteristic of a residential liberal arts education and that are guided by intellectualism, citizenship, accountability, diversity and inclusion, personal growth and wellness, and a lifelong connection to Colgate.

The Office of Residential Life supports students' formal academic endeavors by providing experiences and supporting residential communities and living and learning communities that support students throughout their college years by fostering a welcoming, enriching, and supportive community. Students' residential experiences begin with New Student Orientation and the residential commons program, a living and learning experience that establishes a strong foundation for scholarship and community.

Opportunities for student engagement and leadership are available through the ALANA Cultural Center, Office of the Chaplains, LGBTQ Initiatives, Office of Fraternity and Sorority Advising, the Center for Leadership and Student Involvement, and the Max Shacknai Center for Outreach, Volunteerism, and Education. These departments benefit from working closely together and with the guidance and leadership of the Dean of Students.

Each student has access to an administrative dean who assists with personal and/or academic matters and provides information about the many support resources available at Colgate. These services include support for first generation students and scholars' programs through the Office of Undergraduate Scholars Programs and the First Generation Initiative. The Office of International Student Services provides immigration and cultural adjustment support. The Office of Student Conduct is responsible for educating students about the expectations of living within a scholar community and that members of the community are held accountable and responsible for the choices they make.

Health, wellness and safety services are offered to students to help with a variety of psychological and physical health concerns and their overall health and well-being through Counseling and Psychological Services, Haven, Student Health Services, and the Shaw Wellness Institute. Student safety on campus is supported through 24/7 services through the Office of Campus Safety. More specialized campus safety and preparedness is the responsibility of the Emergency Management and Environmental Health and Safety programs.

## Administrative Deans

Although Colgate is a relatively small institution, it is nevertheless quite complex because of the wide range of educational opportunities available to students. Because of this complexity, the university has established the administrative dean structure to help students in making decisions concerning their undergraduate careers.

Within this structure, every student at Colgate is assigned an administrative dean to whom he or she may turn for advice and assistance. Working collaboratively with academic advisers to address the needs of students holistically, administrative deans assist students with interpretation of the university's policies and procedures, as well as with questions pertaining to: graduation requirements, attendance patterns, personal or academic leaves of absence, withdrawal from the university, disciplinary matters, or emergencies or problems that may affect the quality of a student's academic work. Administrative deans are also available to assist students with personal issues and may, at the request of the student, contact others in the Colgate community or elsewhere who may be better positioned to assist depending on the situation.

## Administration of Student Activities

The Center for Leadership and Student Involvement (CLSI) supports Colgate's commitment to extending liberal arts learning beyond the classroom. Its mission is to foster student-centered programming that creates a healthy and vibrant campus culture where all can find their place. The professional staff encourages and assists students in their efforts to organize around issues of interest as individuals, scholars, and active citizens. These staff members also advise and support the experiential learning opportunities that comes from membership and participation in student organizations, where leadership, scholarship, and service are fostered.

Students are encouraged to take on responsibility in student organizations, and their initiatives are supported through coaching and mentoring in leadership and management. Leadership development programs challenge and support Colgate students in the development of important competencies. The function of the office is not only to host events, but also to provide the resources and support that enable students to pursue their interests and accomplish their goals.

The CLSI partners with students to enrich the social, cultural, physical, and intellectual experience of life at Colgate. Emphasis is placed on understanding and appreciating and engaging the rich diversity of interests and experiences in the Colgate community. The staff is committed to promoting and supporting educational efforts related to physical and emotional health as well as to issues affecting the world beyond the university.

## Student Government Association

The Student Government Association (SGA) is the primary organization on campus that represents the will of the student body. Among other rights listed in Article II of the SGA constitution, every student on campus has the right to vote, run for a position, and join recognized organizations. The elected officials of SGA are charged with improving campus life by promoting student concerns.

The SGA executive group is composed of the president, vice president, elections commission, communications director, recording secretary, and senate-approved ad hoc positions. The president and vice president are the primary figures representing the SGA and its members to administrators, faculty, trustees, alumni, and outside parties. Additionally, the president chairs SGA executive meetings that provide the forum for collaboration between the branches of government and set the agenda for Senate meetings.

The SGA legislature is composed of the senate, parliamentarian, treasurer, and liaison to student organizations. The senate consists of a total of 40 senators. Each class year is represented by 10 elected senators. The senate is chaired by the speaker of the senate, who assigns senators into committees fulfilling the following roles: student affairs, academic affairs, government affairs, student organizations, class affairs, and external affairs. The treasurer chairs the Budget Allocations Committee (BAC), which distributes the revenue from the student activities fee. The BAC meets weekly to hear funding requests from student organizations.

The senate holds weekly meetings to consider matters concerning the entire university community. All meetings are open to the student body and all students are encouraged to attend. Students interested in working with the SGA to improve campus life should contact any SGA official or stop by the SGA office in the O'Connor Campus Center.

## Student Organizations

Many types of organizations and activities are available to students at Colgate. Some are strictly co-curricular; others are related to specific aspects of the academic program. All organizations are open to any student, although some are honorary. If students have an interest that is not represented among the existing student organizations, they can create new organizations. The Center for Leadership and Student Involvement, the ALANA Cultural Center, Center for Outreach Volunteerism and Education, Shaw Wellness Institute and the Office of the Chaplains are the coordinating departments for the majority of student organizations. Fraternities and Sororities are listed later in the chapter. Athletic club sports are listed under "Athletics and Recreation" later in this chapter.

## Organization Categories

- A Cappella
- Academic
- Career Development
- Creative Arts
- Cultural
- Dance
- Entertainment
- Environmental
- Languages
- LGBTQ
- Music and Drama
- Philanthropic
- Political
- Publications and Media
- Recreation
- Religious
- Student Government
- Wellness
- Other Special Interest

## The COVE

The Max Shacknai Center for Outreach, Volunteerism, and Education is described under Other Colgate Facilities.

## Fraternity and Sorority Affairs

There is a long history of the existence of Greek letter organizations at Colgate, dating back to 1856. Today, Colgate currently recognizes five national fraternities and three national sororities. Affiliation with Greek-letter organizations may occur after the sophomore year. These residential communities emphasize shared community values and responsibilities, provide leadership opportunities, and allow students to live with peers who embody the values of the organization. The chapter houses that house the eight recognized fraternity and sorority members are owned by the university and are held to the same high standards as all residence halls. Greek-letter organizations at Colgate are advised by professional staff and receive guidance and support from their national chapter as well as from their organizations alumni advisors.

Colgate students have the opportunity to join more than 150 recognized student organizations, including among the eight recognized fraternities and sororities. Greek-letter affiliation represents just one of the many ways students are involved at Colgate. Indeed, of the 30 percent of students who choose to affiliate with a Greek letter organization, nearly all of them are also involved in many other curricular and co-curricular activities, undergraduate research, or athletic commitments. Not every member of a Greek letter organization lives in the chapter house (only juniors and seniors are eligible), although each chapter house is comprised solely of members of that organization.

Colgate is committed to an environment that is free of discrimination and as such, there shall be no discrimination based on race, creed, religion, color, national origin, or sexual orientation in the selection of fraternity and sorority members. Members are selected solely on the basis of personal merit and the potential for positive contributions to the chapter's values and objectives. Chapters who demonstrate actions against this principle will forfeit recognition by the university and lose their chapter house. Greek letter organizations are responsible for following the policies of their international and national headquarters; Colgate works cooperatively with these national organizations to ensure consistent standards.

No Colgate student may rush, pledge, join, recruit for, perpetuate, or otherwise engage in activities as an actual or prospective member of an undergraduate fraternal or similarly selective membership organization not recognized by the University. Anyone who engages in such activities, as an actual or prospective member, will be subject to disciplinary activities that may include suspension or expulsion from the university.

## ROTC Program

Students attending Colgate can participate in the Army Reserve Officer Training Corps (ROTC) through a program administered at Syracuse University. ROTC offers two- to four-year programs with the opportunity for merit-based scholarships. (See Financial Aid.) For more information, call the Syracuse University ROTC program at 315-443-2462, or view information online at [armyrotc.syr.edu](http://armyrotc.syr.edu).

## Student Services

### Student Health Services

**Student Health Services** promotes a healthy lifestyle through education and preventative medical care and provides diagnostic services and treatment of illness and medical conditions. Services include general medical treatment, including treatment for minor injuries or surgery, contraceptive counseling, testicular exams, testing and treatment of sexually transmitted diseases, pregnancy option counseling, immunizations and travel counseling.

Student Health Services is located adjacent to Colgate's athletic facilities. Staffed by a full-time physician, physician assistant, nurse practitioner, and team of nurses, Student Health Services is open weekdays and Saturdays while Colgate is in session. The staff is also on call after hours and emergency cases may be processed through the emergency room of Community Memorial Hospital.

Student Health Services adheres to New York State health regulations and all services. Medical information is strictly confidential and may be released only with the written permission of the student. The medical record is not accessible to anyone other than the professional staff of the Student Health Center. In case of a serious medical emergency, family and the dean of students will be notified.

**Medical Coverage** After matriculation, any treatment undertaken while the student is off campus should be reported to the director of Health Services. Students with pre-existing health problems, injuries, or disabilities should contact the director of Health Services to discuss their ongoing health needs and the availability of local or out-of-town services. The university is not responsible for transportation to health care facilities in other communities.

The university requires students to carry acceptable health and accident insurance, either through their family plan or a policy available through the university. (See Insurance.)

**Counseling and Psychological Services** The university's Office of Counseling and Psychological Services (C&PS) is staffed by psychologists, social workers, and counselors representing a wide range of backgrounds, training, and professional interests. Students are offered counsel on a variety of psychological, interpersonal, and academic problems that may interfere with educational and/or personal development.

Information obtained in counseling is held in the strictest confidence and will not be communicated by C&PS to anyone unless requested by the student, required by law, or to avoid what appears to be a clear and imminent danger to the student or others. Information would be released only after most careful deliberation and then only to appropriate persons.

Individual and group psychotherapy and counseling are provided. In addition, outreach programs (addressing a variety of issues including eating disorders, stress management, and relationship concerns), emergency services, crisis intervention, and consultation are offered to individuals and student groups. Specialized counseling and support services for survivors of sexual assault are available. Offices in Conant House, where C&PS is located, are open weekdays between 8:30 a.m. - noon and 1:30p.m. - 5:00 p.m.; staff members are on call for emergencies after hours and on weekends.

**Haven**, located in the garden level of Curtis Hall, is Colgate's sexual assault response center. Haven provides confidential care, support, advocacy, and trauma-informed clinical services for survivors of sexual assault and other forms of sexual or intimate partner violence. Services offered include individual counseling, group therapy, consultation, crisis intervention, as well as sexual assault awareness, prevention, and educational outreach and programming in collaboration with on- and off-campus partners.

## Religious Life and Organizations

The college years are often a time when people shape and refine their fundamental life commitments. The Office of the Chaplains serves the Colgate community by providing a dynamic, friendly, and supportive place in which students can seek answers to life's biggest questions. Students are encouraged to become the best versions of themselves, growing as people of integrity and commitment. To do this, strong, active faith communities are cultivated. It is the hope that, through participation in Colgate's religious communities, students are brought to a greater understanding of and fidelity toward their own traditions.

Interfaith partnership is a strongly held value at Colgate. The interfaith dynamic recognizes substantive differences while also promoting respect and friendship across religious lines. Since college provides a great opportunity to explore the ways in which others make sense of the world, our program promotes interfaith understanding and cooperation.

In embracing Colgate's motto, "For God and Truth," the Office of the Chaplains works collaboratively with Colgate's faculty and staff to provide students with intellectually robust ways to integrate their religious and ethical commitments with their academic pursuits.

**The Colgate Buddhist Community (CBC)**, founded in 2003, meets regularly for meditation. A student-run organization that is run collaboratively with faculty and staff, the group facilitates discussions on Buddhist thought and how to integrate the teachings into the lives of busy college students.

**Colgate Christian Fellowship (CCF)** is the student-led chapter of InterVarsity Christian Fellowship (IVCF). It maintains close relationships with churches in the area as well as the chaplains at Colgate. The CCF sponsors weekly large group meetings, regular small group bible studies, speakers, social events, and service projects.

**The Colgate Newman Community** is the Catholic group at Colgate. The Newman Community has four primary concerns: (1) the worship of Jesus Christ (2) service and hospitality to the needy (3) education and spiritual formation and, (4) building community through social activities. The Newman Community is centered in the celebration of the Eucharist and seeks to create a faithful Catholic community on campus.

**The Hindu Student Association (HSA)** gives Hindu students an opportunity to observe their religion and also provides the community a chance to learn more about Hinduism. Besides regular prayer meetings, the HSA organizes an annual Diwali festival with prayers and festivities. The HSA also celebrates other holidays.

**The Colgate Jewish Union/Hillel** is a student-led organization that promotes Jewish religious, intellectual, and cultural life. The Saperstein Jewish Center houses kosher kitchens, a library of Judaica, and a lounge space. It is also home to a sanctuary where students lead services and prepare Shabbat dinner weekly.

**The Muslim Student Association (MSA)** provides an opportunity for Muslim students to worship, to socialize, and to educate themselves and others about Islam. The student-led group holds regular Friday Jummah prayers, Quranic study, Eid celebrations and iftar meals, halal dinners, film screenings, discussions, and excursions

**University Church (UC)** is Colgate's Protestant community. UC is committed to embodying the diversity of the Body of Christ by celebrating a range of worship styles and ministry emphases. Worship is at 6:30pm on Sundays, followed by a catered dinner. Music is rich and varied, preaching is biblically centered and the Lord's Supper is celebrated each week. University Church life is led by the Protestant Campus Minister and a student board of deacons. It includes Bible study lunches, speakers, social events, and service projects.

**The Secular Association of Skeptical Students (SASS)** is a student organization for those who share secular beliefs. Through philosophical discussion and scintillating guest speakers, students of non-religious views have an opportunity to add their voice to the interfaith discussion. SASS seeks to alleviate the stigma against non-theists by promoting education, cooperation, community service, and active involvement in the interfaith movement at Colgate.

**Colgate Christian Athletes** supports students of Colgate, athletes or not, in their Christian knowledge as they strive to live a Christian lifestyle at Colgate. The Colgate Christian Athletes meet weekly and meetings are led by the Protestant Campus Minister.

**Heretics Club** is a lunch discussion series that was created to elevate the conversation on campus about life's "big questions." Through lectures and conversations with a diverse group of faculty, staff, and students,



the series demonstrates that people of different religious convictions and worldviews can have meaningful and productive conversation about ultimate ideas.

**Area congregations** Students are welcome in local congregations including Cornerstone Baptist Church, First Baptist Church, Park United Methodist Church, St. Thomas' Episcopal Church, St. Mary's Catholic Church, Hamilton Bible Fellowship, Randallsville New Life Church, The Church of Jesus Christ of Latter Day Saints, and a nearby Quaker meeting.

## Residential Life

A residential liberal arts education furthers intellectualism, civic engagement, understanding, and respect for all aspects of diversity and inclusion, personal wellness and accountability, and the development of lifelong connections.

Colgate's residential environment supports students' formal education and, through extracurricular life, provides experiences and responsibilities of being a contributing member of a respectful and just community. This residential experience extends learning throughout the entirety of campus life.

The communities within student living areas offer a variety of experiences. These experiences include the Residential Commons program for all first-year students and many sophomores, sophomore residential seminars with an international travel component, interest communities where students learn skills of community building and civic engagement, and residences offering junior and senior students a more independent experience. A limited portion of the senior class is granted approval to live off-campus.

The university provides vibrant and diverse options for campus living, including traditional residence halls, thematic communities, townhouses, and apartment complexes. The university housing agreement is for a period of one academic year.

**The Office of Residential Life** is committed to student learning and growth in our residential community and to promoting a purposeful and inclusive environment through shared expectations. This is accomplished by promoting healthy, safe, and inclusive communities where individual members are valued and respected; fostering personal growth and success through a purposeful residential experience; and challenging and supporting students in making meaningful and responsible contributions to society. The department is managed by the director of residential life and is staffed by residential life professionals who provide guidance and support to all students.

Each living community on campus is overseen by an assistant director for residential life, who is responsible for the overall operation of the area. Each assistant director manages the staff, resources, community development, and administrative functions of a living community. The student staff of community leaders (CLs) serves as mentors and sources of information to assist students in making their Colgate experience as fulfilling as possible.

## Residential Commons

The Residential Commons at Colgate is designed to provide a strong sense of community for students in their first years on campus, connecting them to faculty members and easing their transition to collegiate life. Beginning in the fall of 2017, every first-year student, as well as many sophomores, will live in a traditional residence hall as a member of one of four faculty-led residential commons on campus. In each of these residential learning communities, faculty co-leaders will be especially engaged with students, holding study groups in the commons' residence halls and organizing cultural and intellectual programming. Through community-service activities, recreational programming, and social outings and events, students will form

lasting bonds with faculty, staff members, and their peers. The Ciccone Commons, housed in Curtis and Drake Halls, launched in fall 2015. Hancock Commons opened in fall of 2016 in the Bryan Complex. In the fall of 2017, Commons Three will open in Andrews, East, and Gate House, and Commons Four will open in Stillman and West.

Additional housing options for sophomores include the townhouses, commons social houses on Broad Street, 113 Broad Street, 100 Hamilton Street, and 76 Broad Street.

## Interest Communities

One of the attractive features of residential life at Colgate is the opportunity to live in small, self-governed communities in which students learn skills of community building and civic engagement. Some of these communities have strong links to academic departments and faculty mentors. The university also offers residential communities without themes for small groups of students interested in living together. All provide students with opportunities for self-governance, leadership, and personal responsibility.

The interest communities offer diverse housing alternatives including fraternity and sorority houses, the Loj, Creative Arts House, Philanthropists at Colgate, Interfaith, Bunche House, La Casa, and Asia Interest House. These, and other house communities, complement the residential vision for the university and actively participate in the Broad Street Association, an inclusive board of students who provide funding for social events along Broad Street.

## University Apartments and Townhouses

The university manages and maintains three apartment complexes (Newell, Parker, and University Court) and a townhouse complex that accommodate sophomores, juniors, and seniors. The units are furnished and have complete kitchens. While sophomores are required to be on a Colgate meal plan, junior and senior residents typically do their own cooking, but they are also welcome to purchase dining hall meal plans.

## Meal Plans

First-year and sophomore students, as well as any upper-level student living in a traditional residence hall, are required to be on the most comprehensive meal plan offered. Juniors and seniors not living in traditional residence halls may choose from a variety of meal plan options, or can opt out of a meal plan altogether. All meal plans provide flexibility for use in any of the dining facilities, at a wide variety of times.

## Off-Campus Housing

Consistent with Colgate's four-year approach to residential education, the university allows a small number of seniors to live off campus in apartments and other housing units. The option to live independently off campus is intended to provide students with the opportunity to develop the skills needed to manage a household and live as part of a broader community, and to accept the responsibilities attendant to this privilege. The experiences that students gather through negotiating a lease, paying rent, managing routine expenses, cooking for themselves, and living among neighbors of varied ages and backgrounds can be invaluable in preparing them for life after college.

For a variety of reasons, living off campus is not the right choice for all students. For many, the opportunity to live in interest houses or to develop on-campus communities in Colgate-owned apartments or

townhouses will better meet their interests. Moreover, Colgate is acutely aware of the impact that off-campus students can have on the local residential community. As such, Colgate limits the number of students allowed to live off campus. Seniors who wish to live off campus must apply to the Office of Residential Life for permission to do so. Permission is granted, on a group basis, through a lottery process conducted in the fall semester of junior year.

## University Governance

### The University Governance System

An Academic Affairs Board and a Student Affairs Board, both of which are composed of faculty, students, and administrators, participate in the development of policies concerning academic and extracurricular life. In addition, there are several liaison committees that report to the faculty and Student Senate and act in an advisory capacity to members of the president's cabinet.

The faculty and the Student Senate may review decisions of the Academic and Student Affairs Boards, hear regular reports from the liaison committees that affect their principal areas of interest, and also recommend that the boards and committees act in any area under their jurisdiction.

### University Code of Student Conduct

Students at Colgate University accept membership in an academic community dedicated to the pursuit of intellectual and personal growth. As a liberal arts institution, Colgate seeks to provide opportunities for students, both inside and outside the classroom, to develop critical thinking, integrity, judgment, a common experience of learning, appreciation of cultural and ethnic diversity, as well as the social and ethical values necessary for community life.

Colgate expects its students to conduct themselves in a manner that is consistent with the institutional community's pursuit of its educational objectives. The integrity of the Colgate community depends upon each member's acceptance of individual responsibility and respect for the rights of others. Colgate expects that its students will not lie, steal, cheat, or engage in dishonest or unlawful behavior or any other behavior intended to inflict physical or emotional harm on oneself, another person, or the community. Colgate students must abide by university policies and comply with directions of university officials acting in performance of their duties.

### Student Discipline

The System of University Standards and Student Conduct resolves possible violations of the University Code of Student Conduct by matriculated or enrolled Colgate students on or off campus. It is not a substitute for any civil or criminal court proceedings. Students on campus, as well as off campus, are subject to federal, state, and local laws.

As part of its disciplinary structure, the university maintains a University Student Conduct Board composed of students, faculty, and administrators. It hears cases involving violations of the University Code of Student Conduct.

The procedures and rules for student discipline are published in the *Colgate Student Handbook*.

## Academic Honor Code

The *Colgate Student Handbook* outlines Colgate's standards of academic integrity and the Academic Honor Code. The handbook defines academic dishonesty and outlines how cases of suspected academic dishonesty are reported, investigated, and resolved.

## Policy on Public Order and/or Hazing

Colgate is committed to conducting its affairs in an orderly manner and to maintaining a sense of community. It is also committed to the discharge of legal and moral responsibilities, especially as they relate to the rights of freedom of speech and peaceful assembly in the university community. Lawlessness in any form, or for any reason, will not be tolerated. *Specifically prohibited is any action or situation that recklessly or intentionally endangers mental or physical health, or involves the forced consumption of alcohol or drugs for the purpose of initiation or affiliation with any organization.* For the full policy on hazing, see the *Colgate Student Handbook*.

Individuals or groups who engage in acts that, in the judgment of the president of the university or designated representatives, violate public order on university property or on property supervised by the university, or who ignore or refuse to comply with specific university directives designed to maintain public order, or who pose a threat to the lives or safety of themselves or others, will be advised of the following consequences of such acts:

1. Visitors or licensees will be directed to leave the university property or be subject to immediate arrest and removal.
2. Students, faculty, staff, or other employees will be suspended from whatever status the individual has with the university and/or be subject to such other penalties deemed to be more effective. Disciplinary actions will be subject to review by the appropriate body by procedures adopted by the faculty for faculty members, by the University Student Conduct Board for students, and by the president of the university or designates for all others.
3. Failure by students, members of the faculty or staff, or other employees to comply with university directives may result in civil or criminal prosecution of the individuals or groups concerned including, if necessary, ejection from the university property or property supervised by the university. Other disciplinary action including expulsion or dismissal will be taken by the university as deemed appropriate.
4. *Any organization that authorizes or permits proscribed conduct referred to above shall be subject to rescission of permission for that organization to operate on campus property.*

The above resolution was moved, duly seconded, and formally voted at the meeting of the Colgate University Board of Trustees on November 12, 1980, a quorum as required by the Bylaws being present for the conduct of business.

## Campus Crime Reporting and Statistics

Colgate University is committed to providing a safe, supportive, and secure environment for the entire University community, including visitors. All members of the Colgate community are encouraged to promptly report crimes and fires to the Campus Safety Department by dialing 315-228-7911. Campus Safety is available 24 hours a day, 7 days a week.

The Campus Safety Department will provide upon request a copy of Colgate's Annual Security and Fire Safety Report. This report includes statistics as reported to the United States Department of Education for the previous three years concerning reported:

1. crimes that occurred on-campus; in certain off-campus buildings or property owned or controlled by Colgate University; and on public property within, or immediately adjacent to and accessible from, the campus and
2. fires that occurred in student housing facilities.

The report also includes institutional policies concerning campus security and fire safety, such as policies concerning sexual assault, life safety systems, and other related matters. To obtain a copy contact Gert Neubauer, Associate Director of Campus Safety, 315-228-7333, or via e-mail at [gneubauer@colgate.edu](mailto:gneubauer@colgate.edu). You may also access the report at: [colgate.edu/campussafety](http://colgate.edu/campussafety).

Crime and fire statistics for all colleges and universities are available for review at the United States Department of Education's website: [ope.ed.gov/security/](http://ope.ed.gov/security/).

## Athletics and Recreation

The Division of Physical Education, Recreation, and Athletics offers a stimulating and carefully planned variety of individual and team activities for the experienced, as well as inexperienced, participant. While Colgate's varsity teams compete against some of the strongest teams in the nation, the intramural and club sports programs offer both competitive and noncompetitive recreational and instructional opportunities in extremely broad-based programs.

The campus governance system, through the Committee on Athletics, provides for faculty and student input into the varied programs of the Division of Physical Education, Recreation, and Athletics. The committee acts as an advisory body to the director of the division. Committee reports may go on to the Academic Affairs Board, faculty, or Student Senate.

## Intercollegiate Athletics

**Scope** Colgate is a member of NCAA Division I and proud of its intercollegiate athletic traditions. The university has played an active and distinguished role in intercollegiate athletics since 1886 and currently fields teams in the following sports for men and women: basketball, cross country, ice hockey, lacrosse, rowing, soccer, swimming, tennis, and track and field; football and golf for men; and field hockey, softball, and volleyball for women. All teams compete in the Patriot League, with the exception of men's and women's ice hockey, which are members of the Eastern College Athletic Conference and men's rowing, which is a member of the International Rowing Association.

**Athletics Awards** A varsity or a participation award is granted based on the number of years an athlete is a member of a varsity team.

The division recognizes outstanding scholar-athletes through the Patriot League Conference and the Eastern College Athletic Conference. See also Honors and Awards: Athletics for information about Colgate awards for scholar athletes.

**Athletics Managers** Students who enjoy affiliation with sports, but are not members of varsity teams, can pursue their interests in athletics by serving as managers.

## Other Athletics Activities

**Club Sports** provide additional opportunities for involvement in a, many of which are not normally offered through the intercollegiate varsity program. Competition is generally on a higher level than intramural sports, yet not as formal or intense as that at the varsity level.

The clubs are headed by student officers, and most are student coached. Although the university subsidizes these clubs, most require membership dues to help defray costs.

The following clubs are active at this time: badminton, baseball, women's basketball, curling, cycling, equestrian (English and Western), fencing, field hockey, figure skating, golf, ice hockey, indoor rock climbing, juggling, lacrosse, martial arts (aikido, American karate, and tae kwon do), rugby, running, sailing, ski racing, soccer, squash, swimming, table tennis, tennis, triathlon, ultimate Frisbee, volleyball, and water polo.

**Intramural Sports** at Colgate have a rich tradition. Many activities are offered throughout the academic year, ranging from team sports such as, basketball, billiards, broomball, dodgeball, flag football, ice hockey, indoor soccer, soccer, and softball, to individual or dual activities such as trap shooting and bowling.

In the team sports, round-robin competition is established within leagues, culminating in all-university championship playoffs for the top teams. In the individual and dual sports, either elimination tournaments or championship meets determine all-university champions. Fees are charged for bowling and trap shooting.

**Informal Recreation** Informal "drop-in" recreational time is made available so that students can participate at their leisure. Except for physical education classes, intercollegiate athletic practice times, and formal intramural time, most facilities are scheduled for open recreation. Popular activities include basketball, ice skating, racquetball, squash, swimming, tennis, and fitness training.

**Fitness** Since the opening of the state-of-the-art Trudy Fitness Center in 2011, fitness and wellness programming have been in high demand. Colgate offers a wide range of group exercise classes for all fitness levels. Group exercise classes are offered throughout the academic year and are a fun and social way to be physically active. Class offerings include yoga, indoor cycling, aerobics, Pilates, dance fitness and high intensity interval training. In addition to group exercise classes, Colgate Recreation offers fitness center orientations, workshops on various health and fitness topics and personal training services. Personal training is a fee-based service and all Colgate Personal Trainers are certified professionals by an accredited organization.

**Outdoor Education** The mission of Colgate's Outdoor Education Program is to provide the community with experiential opportunities that emphasize safety, environmental awareness, and technical skills, while promoting personal growth and group development through rediscovery of the natural world. Students may earn physical education credit for participation in outdoor education activities and courses. Outdoor education courses offered for physical education credit are noncompetitive in nature and are designed to meet the needs of beginning- and intermediate-level participants. Courses taught include flat and whitewater kayaking and canoeing; backpacking; Nordic skiing (classical, skate, and telemark); caving; rock, ice, and tree climbing; snowshoeing; wilderness survival; fly fishing; winter and summer camping; geocaching; peak and day hiking; and backcountry cooking.

The program also includes a selective and intensive leadership staff training program through which student leaders are taught technical outdoor skills, environmental education, safety awareness, and group facilitation skills. Staff training consists of classroom time and experiential outings, including camping trips to the Adirondacks and a Wilderness First Responder medical certification course.

For more information about the Outdoor Education Program and its offerings, see Physical Education.

## **Athletics Facilities**

### **Abrahamson Tennis Courts**

- Eight outdoor courts

### **Athletics Fields**

- 400-meter all-weather track
- Andy Kerr Stadium and Frederick H. Dunlap Stands - varsity football and lacrosse
- Beyer-Small '76 Field
- Football practice fields
- Harry Lang Cross-Country and Fitness Trail
- Hooks Wiltse Field - varsity softball diamond
- Intramural and club fields
- Soccer practice fields
- Tyler's Field - outdoor artificial surface practice and competition field, field hockey and lacrosse

### **The Beattie Reserve**

- 85-acre wooded area with a mile-long nature trail for hiking, snowshoeing, and skiing; a 30-foot diameter yurt with woodstove and outhouse; and an Adirondack-style lean-to for camping, located near campus on Bonney Road

### **Class of 1965 Arena**

- Steven J. Riggs '65 Rink
- Tighe P. Sullivan '83, P'16, '17, '19 Reception Suite
- Equipment and training rooms

### **Colgate University Seven Oaks Golf Course**

- Practice range
- Robert Trent Jones championship course

### **Glendening Boathouse**

- Home for varsity rowing programs and recreational sailing, canoeing, kayaking, and rowing on nearby Lake Moraine

### **Huntington Gymnasium**

- Facilities for physical education classes, club and intramural sports, and recreation:
  - Angert Family Climbing Wall
  - Basketball/volleyball courts
  - Group Exercise Studios
  - Gymnasium
  - Huntington Equipment Services
  - Indoor Cycling Studio
  - Mark P. Buttitta '74 Varsity Weight Room
  - Martial Arts Studio
  - Persson Dance Studio
  - Sauna
  - Squash, handball, and racquetball courts

## **Harry H. Lang Cross-Country Course**

- Intercollegiate cross-country course for men and women
- 10-km cross-country ski trail system

## **Grace L. Lineberry Natatorium**

- An L-shaped, 50-meter, 6-lane pool, with a 50-yard competition area, one- and three-meter diving stations, and movable bulk-heads that allow the pool to be separated into three teaching areas

## **Outdoor Education Base Camp**

- Classroom and meeting space for outdoor education courses and activities
- Outdoor equipment rental center with an extensive inventory of camping, backpacking, skiing, and snowshoeing equipment
- Resource library of maps, books, and videos

## **William A. Reid Athletic Center**

- Geyer/Campbell Sports Medicine Center
- Howard Starr Hockey Rink
- Wesley M. Cotterell Court - basketball and volleyball

## **Charles H. Sanford Field House**

- 200-meter track
- All-purpose practice surface
- Batting cages
- Doering First Aid Room
- Long- and high-jump areas
- Tennis courts - four indoor



## **Trap Range**

- Trap range and club house facility

## **Trudy Fitness Center**

- A state-of-the-art fitness center available to members of the campus and local community; with common space for exercise, wellness-related activity, and cardiovascular and strength equipment

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# Graduate Program

## Master of Arts in Teaching

Colgate University offers the Master of Arts in Teaching (MAT) degree with certification in the fields of English, mathematics, history, and natural science (biology, chemistry, earth science, or physics). This program is accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years from May 7, 2014 to May 7, 2021.

### Admission

Liberal arts graduates of recognized colleges and universities are eligible to apply for admission to the MAT program. For information and application forms, prospective candidates for the MAT program should write or call the Department of Educational Studies, Persson Hall, 315-228-7256. Applicants should submit materials to the chair of the department.

The application deadline is February 15. Applicants are required to take the aptitude section of the Graduate Record Examination. Unless geographic distance prohibits, an interview is usually required.

All persons admitted to graduate studies at Colgate must present health and immunization records to the director of Student Health Services before beginning coursework.

### Program Completion

Requirements for the MAT degree at Colgate must be completed within five years of matriculating in the program of study. Students who do not complete the program within the five-year time limit must submit a petition for readmission to the chair of the educational studies department.

Students will be readmitted only if resources are available to accommodate their program interests. Tuition charges which are current at the time of readmission will apply to all readmitted students.

Further details regarding program completion are outlined in the Graduate Studies Manual available from the educational studies department or from the office of the associate dean of the faculty.

### Special Graduate Student Status

Any person with a bachelor's degree may apply for special graduate student status in order to take additional undergraduate or graduate courses. This status does not lead directly to a degree from Colgate. Admission is authorized by the associate dean of the faculty.

### Graduate Student Conduct

Except as specified to the contrary or as context may require otherwise, Colgate University graduate students are subject to all University policies and procedures pertaining to student conduct, including without limitation those listed below, as well as the substantive and procedural provisions of the System of University Standards and Student Conduct.

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This PDF is an extract of the full online catalogue as of August 1, 2018. Therefore, there may be some differences with the live web pages and links or other interactive content will not work.

- Academic Honor Code
- Code of Student Rights and Responsibilities
- Policy on Public Order
- Policy on Hazing
- Policy on Alcohol and Drugs
- Policy on Equal Opportunity, Nondiscrimination, Sexual Harassment, and Other Forms of Harassment
- Policy on Unrecognized Organizations
- Policy on Medical Leave of Absence
- Policy for Student Presence on Campus While Separated from Colgate
- Policy Governing the Scheduling of Parties
- Policy on Campus Solicitation and Concessions
- Policy on Use of Colgate Vehicles
- Policy on Smoking
- Policy on Advertising
- Computing Policy
- Guest Policy
- Fire Safety Regulations

Information on these and other applicable policies and procedures can be found in the *Colgate University Student Handbook*.

## Tuition and Fees

All graduate students will be charged one-ninth of the current annual tuition per course taken.

There is an annual student activity fee for matriculated students enrolled in two or more courses. Health and accident insurance is required. See Charges and Insurance.

For information about interruptions in the standard enrollment pattern, see Leave of Absence Fees and Deposits.

## Payment of Bills

See Billing Schedule and Payment of Bills.

## Refunds of Tuition and Fees

See Refund Policy.

## Financial Assistance

Financial aid is available for students accepted into the MAT program. Institutional grant aid will be awarded for 80 percent of tuition for all MAT students. Federal loans for US citizens or permanent residents are available to pay for the remaining tuition, student activity fee, living costs, and miscellaneous expenses. To determine eligibility for these federal loans, the applicant must complete the Free Application for Federal Student Aid (FAFSA) and submit copies of the latest federal tax return. In order to receive these federal

loans a student must be enrolled at least half time. Financial aid is awarded one semester at a time and is dependent on the number of courses for which a student is registered each semester. Additional information about financial aid can be obtained by contacting the Office of Financial Aid, 315-228-7431 or [colgate.edu/financialaid](http://colgate.edu/financialaid).

## Transfer Credit

A maximum of two courses of graduate credit may be transferred from another institution. These credits will be applied toward the satisfaction of the degree requirements only if relevant to the approved plan of study and the grade is B or better. Requests for transfer credit should be made to the department chair at the time of application to a program.

## Additional Opportunities for Graduate Students

Graduate students are sometimes able to assist in science laboratories or assist with Colgate's athletic teams.

Any graduate student who is able to live on campus during the fall and spring terms is eligible to be considered as a community leader. Interviews for community leaders are held in February for the following fall term.

Some of these opportunities require an extension of the program length and others require special scheduling. Applicants who wish to pursue any of these options should indicate interest at the time of application.

## Employment Service for Graduates

Colgate University maintains a career planning and placement service for all of its graduates. (See Career Services and Postgraduate Planning for a full description.) In addition, the educational studies department maintains close contact with local and regional schools for job opportunities. Employment prospects for students who complete the Master of Arts in Teaching (MAT) Program continue to be strong.

## MAT Curriculum and Degree Requirements

The MAT program provides advanced coursework in a selected discipline and in education, leading to secondary school teaching certification. In keeping with the character of our educational studies department, this program emphasizes that what and how we teach in public schools is connected with the struggle for global peace and social and environmental sustainability and justice. Subject areas in which certification is offered include English, mathematics, history, and natural science (biology, chemistry, earth science, or physics). The program is based on the premise that a prospective teacher should have a liberal education, thorough knowledge of his or her chosen discipline, a mastery of educational theory and practice, and a complex understanding of social institutions. A prospective teacher also needs habits of mind that include a willingness to move beyond personal comfort, and a desire to be challenged in all aspects of learning. MAT students work closely with departments to integrate increased knowledge in their disciplines with field experience in education which includes significant observation time and a full term of student teaching.

To receive the MAT degree, students complete between four and eight courses in educational studies, and at least three courses in their major depending on previous experience and coursework, a special project or

thesis, and workshops on child abuse and violence prevention. Fingerprinting is also required by the State of New York. Students who are already certified at the secondary level may substitute two other education courses.

MAT students should enroll in educational studies courses at the 500 level. (See Educational Studies.) Courses taken by MAT students for degree credit in their disciplines of specialization will be assigned 500-level numbers consecutively beginning with 591.

For each undergraduate course taken toward the MAT degree, a student must submit a Graduate Credit Agreement form prior to registration. This form is available online or from the registrar's office.

To be admitted to the program, a student must have a strong academic background in at least one area of certification, usually the equivalent of an undergraduate major. A background in the social, cultural, and developmental foundations of education is also desirable, but this background can be acquired in the program. In addition, two semesters of a foreign language or the equivalent is required. These courses may be transferred from another institution and must be approved by the educational studies department. Alternatively, the prerequisite courses may be part of the degree program.

## Academic Standards

Students must maintain a grade point average of B– to continue in good standing as master's degree candidates. To qualify for a degree, a student must earn an overall B– average in courses. In the various teaching degree programs, one-half of the work is typically done in an area of specialization, and a student must receive a grade of B– or higher in the courses in the area of specialization and in education courses.

Degrees "with distinction" are awarded to students who maintain an A– average in both the areas of specialization and education courses, and whose special projects or theses are considered by the thesis and special project supervisor to be of high quality.

## MAT Requirements in Academic Fields

Each MAT candidate is normally required to take a minimum of three classes in his or her chosen academic field, consulting with his or her advisers both in the educational studies department and in the field of specialization to select appropriate courses that meet State of New York certification requirements.

## Masters of Arts in an Academic Subject

Programs leading to the Master of Arts (MA) degree can occasionally be arranged in English, geology, philosophy, psychology, and religion. Candidates for the MA degree typically register for advanced undergraduate courses and seminars, with extra assignments for graduate credit. Graduate-level independent study courses are arranged with faculty in appropriate departments.

Except as noted below, all requirements and policies for MA candidates are identical to those for MAT candidates. Please refer to the MAT policies described above.

## Admission

Candidates for admission to MA programs should write directly to the department of interest and should submit applications to the chair of the appropriate department.

## **Degree Requirements**

To earn the MA degree, a candidate must successfully complete a minimum of seven courses approved for graduate credit, write a thesis, and pass an oral examination on the thesis.

## **Program Completion**

Requirements for the MA degree must be completed within five years of matriculating in the program of study. Students who do not complete the program within the five-year limit must submit a petition for readmission to the associate dean of the faculty.

## **Financial Assistance**

Is available for US citizens or permanent residents through the Federal Direct loan program. Financial aid applicants must submit the FAFSA (Free Application for Federal Student Aid). No institutional grant aid is available.

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# Liberal Arts Common Core

## Liberal Arts Core Curriculum

*Director Ries*

Colgate's Core program is a defining feature of its liberal arts curriculum. The Core Curriculum at Colgate takes seriously the faculty's mission to engage students in the fullness of a liberal arts education: to learn, reflect, and live with an expanding awareness of one's responsibility to self, community, and the larger world. As such, Colgate's Core Curriculum aims to prepare students for rich and fulfilling lives in a context of rapid change here and around the globe.

## CORE 151 Legacies of the Ancient World

*Director Marlowe*

This course explores ancient texts that articulate perennial issues, such as the nature of the human and the divine; virtue and the good life; the true, the just, and the beautiful; the difference between subjective opinion and objective knowledge. These texts exemplify basic modes of speech, literary forms, and patterns of thinking that establish the terminology of academic and intellectual discourse and critical thought across many different societies: epic, rhetoric, tragedy, poetry, epistemology, science, democracy, rationality, the soul, spirit, law, grace. Such terms have shaped the patterns of life, norms, and prejudices that human communities have continually challenged, criticized, and refashioned throughout history. To highlight both the dialogue and conflicts between the texts and the traditions they embody, this course, taught by a multidisciplinary staff and in an interdisciplinary manner, focuses on both the historical contexts of these texts and the ongoing retellings and reinterpretations of them through time. The course includes texts from the ancient Mediterranean world that have given rise to some of the philosophical, political, religious, and artistic traditions associated with "The West," emphasizing that Western traditions were not formed in a vacuum but developed in dialogue and conflict with other traditions. Common to all sections of this component are classic works such as Homer, the Hebrew Bible, the New Testament, Plato, and a Roman text. Complementary texts or visual materials from the ancient period, in and beyond the Western world, and/or response texts from the medieval or contemporary periods are added by faculty in individual sections.

## CORE 152 Challenges of Modernity

*Director Bouk*

Modernity is a crucial element of the intellectual legacy to which we are heirs. A matrix of intellectual, social, and material forces that have transformed the world over the last quarter millennium, modernity has introduced new problems and possibilities into human life. Within modernity, issues of meaning, identity, and morality have been critiqued in distinctive ways. People of different social classes, racial groups, ethnic backgrounds, genders and sexual identities have contributed to an increasingly rich public discourse. The human psyche has been problematized, and the dynamic character of the world, both natural and social, has been explored. Urbanization and technological development have transformed the patterns of everyday life. Imperialism has had a complex and lasting impact on the entire globe. The human capability to ameliorate social and physical ills has increased exponentially, and yet so has the human capacity for mass destruction and exploitation. In this course, taught by an interdisciplinary staff, students explore texts from a variety of media that engage with the ideas and phenomena central to modernity. To ensure a substantially

common experience for students, the staff each year chooses texts to be taught in all sections of the course. This component of the Core Curriculum encourages students to think broadly and critically about the world that they inhabit, asking them to see their contemporary concerns in the perspective of the long-standing discourses of modernity.

## Communities and Identities

*Director Kaimal*

Courses in the Communities and Identities (CI) component are designed to provide a textured understanding of identities, cultures, and human experiences in particular communities and regions of the world. They seek to examine critically the multiple forms of social life that contribute to the world's cultural diversity, and to analyze the ways in which any one society functions as a unified whole and yet encompasses multiple, sometimes conflicting identities (based, for example, on gender, race, status, class, sexual identities, religion, and language). As investigations into a particular place and its extensions, they consider cultures and communities in their own right, with their own practices, histories, beliefs, and values, their own instantiations of modernity, and lastly, with their own capacities to produce and shape complex identities. Furthermore, because many of the societies that are the subject of study have had significant and enduring encounters with imperial powers or other forms of domination, these courses examine the tensions and permutations, asymmetries and alliances that such relationships have produced. Multidisciplinary in focus and materials, these courses explore the complex identities of persons through study of their geography, history, politics, and economics as well as their languages, literature, film, art, music, and religions. Students develop a comparative, historical frame of reference between the community being studied and the communities to which they belong.

## Scientific Perspectives on the World

*Director Meyers*

All people routinely face important decisions about their own lives and about issues of broader social significance that require scientific literacy. In order to make thoughtful decisions about such matters, it is necessary to have a solid understanding of how scientific knowledge is obtained and an appreciation for the complexities of applying scientific findings to broader issues. The courses in the Scientific Perspectives (SP) program are designed to address both of these needs, and are unified by two common purposes. First, these courses deepen students' understanding of the methods used in scientific fields to acquire knowledge about the world. Each of the SP courses focuses on an area of scientific research to give students grounding in the interplay of scientific analysis, verification, and explanation. Second, the SP courses broaden students' understanding of the relevance of scientific methods by helping students to apply scientific methods and findings to a broad range of issues. Specifically, these courses help students to connect their growing understanding of scientific methods either to a topic relevant to society and the human experience or to an area of knowledge or mode of inquiry outside the natural sciences and mathematics. In this way, SP courses are multi-disciplinary in focus. Because empirical methods and quantitative reasoning are used in a variety of disciplines, the topics of the SP courses span the study of the physical world, biological processes, human behavior, mathematical methods, and technological innovations. SP courses provide an illustration of the application of the scientific method through an active learning, problem-oriented experience for students.

Courses that may be crosslisted with Scientific Perspectives (e.g., COSC 100/CORE 126S, and COSC 150/CORE 142S) may not be used to satisfy both the Areas of Inquiry and Core SP requirements. Check the course offerings posted online each term for additional Scientific Perspectives offerings as well as selected first-year seminars that may fulfill this requirement.

## Global Engagements

*Director Frey*

Living thoughtfully in the multicultural, globalized world of the 21st century requires critical engagement with complex phenomena and varied perspectives. Courses in this component provide the opportunity to analyze the conditions and consequences of human diversity in its local and transnational forms. To satisfy this requirement, each student will successfully complete a designated course that inquires into the ways that people seek to make sense of a diverse and increasingly interconnected world. Global Engagements (GE) courses come from departments and programs throughout the university. A number of Colgate study group directors' courses have also been approved to satisfy this requirement. GE courses take a variety of forms. For instance, a course in this component might ask students to do one of the following:

- examine the consequences of globalization in one or more of its many forms,
- investigate issues or processes that have an impact that can be fully understood only by using a global perspective,
- experience the cross-cultural understanding that comes from intensive language learning or study group participation,
- cross boundaries by examining how diversity finds expression in human culture, or
- consider human diversity in dimensions such as race, class, and gender.

Ultimately, the GE requirement seeks to empower students to live responsibly in contexts that require an understanding of the complexity of human beings and their impact, whether in the United States or in the broader world.

A Global Engagements course may count toward a student's major or minor; it may also fulfill an Areas of Inquiry requirement. Students are expected to take at least one CI or GE course that is not focused exclusively on the United States.

Global Engagements courses will be identified in the registration materials available each semester.

## Distinction Seminar in the Liberal Arts Core

*Director Frey*

The goal of the distinction seminar is to complement honors work in departments and programs by giving select students the opportunity to reflect on the broader, interdisciplinary contexts of their honors projects. Through readings assigned by the seminar instructors, students explore the methodologies of their own and other disciplines. Each student writes a substantial interdisciplinary paper relevant to the student's departmental honors work. This requirement may be satisfied in one of the following ways:

- by extending a departmental honors project to explore interdisciplinary perspectives on the project topic or to examine the social implications or historical foundations of the project;
- by self-consciously considering the generation and evaluation of knowledge in the major; or
- by collaborating with one or more members of the seminar to explore themes common to the students' departmental projects.

To enroll in the distinction seminar, students must achieve a 3.33 (B+) or better GPA in the five Core components: Legacies of the Ancient World, Challenges of Modernity, Scientific Perspectives on the World, Communities and Identities, and Global Engagements. For students who repeat or complete multiple courses with a Common Core component, only the grade in the first course is considered. A cumulative grade for all Global Engagements courses completed is averaged in the Core GPA. To earn Distinction in the Liberal Arts Core, students must earn an A- or better in the distinction seminar, earn departmental

honors with the completion of the department honors project, and achieve an overall GPA of 3.33 or better at the time of graduation.

## Awards

*The Liberal Arts Core Curriculum Prizes* — awarded by the program to the authors of the best papers/projects done by a student in each of four components of the Liberal Arts Core Curriculum, as determined by a faculty committee. The winning papers/projects are evaluated on their scholarship, originality, and excellence.

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# Division of Arts and Humanities

*Director D. McCabe*

Students who wish to focus their studies in disciplinary or interdisciplinary areas not encompassed by a single department in the arts and humanities may pursue a topical major in the division.

In order to qualify for this major, a student must provide the division director with a proposed program of study and a rationale for this program during the spring term of the sophomore year. No proposal for a topical major will receive approval after the second month of the student's fifth term. Customarily, the major is available for students who wish to devote special attention to studies such as comparative literature or some combination of creative arts, such as music and fine arts, or drama, literature, and stage design.

Students majoring in this topical area will, in the last term, write a substantial integrating paper as an independent study; one course credit is earned for this senior project. Students interested in such a major program are strongly urged to discuss their proposed plans of study with appropriate academic advisers and with the division director well in advance of the deadline specified above.

The Division of Arts and Humanities houses the departments/programs listed below:

## Division of Arts and Humanities

*Director D. McCabe*

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All courses in the Division of Arts and Humanities count towards the Human Thought and Expression area of inquiry requirement.

## Arts and Humanities Topical Major

For more information about the division, honors/high honors, transfer credit, etc., visit the Division of Arts and Humanities page.

## Art and Art History

### Faculty

*Professors* Godfrey, Kaimal (*Chair*), McVaugh, Schwarzer, Stephenson  
*Associate Professors* Guile, Lane, Marlowe  
*Assistant Professors* Haughwout, Luthra, Moure Cecchini

The Department of Art and Art History offers courses of study in the history, theory, and practice of the visual arts for the general liberal arts student as well as the art history or studio art major.

**Art History** The department offers more than 20 courses that trace the visual arts from antiquity to the present day. Classroom lectures are supplemented by visits to museums in the area and in New York City, as well as Colgate's Clifford Gallery, Picker Art Gallery, and Longyear Museum. In this way, students increase their understanding of the visual arts as expressions of fundamental cultural values.

**Studio Art** Courses explore creative modes of expression and problem solving while gaining familiarity with contemporary issues in visual art. The curriculum supports a variety of mediums including digital art, drawing, painting, photography, printmaking, sculpture, and video art at the introductory and advanced levels. Studio arts courses are enriched by an ongoing series of visiting artists' lectures, exhibitions, and screenings as well as regular visits to New York City galleries, museums, and artists' studios.

**The Clifford Gallery** is a teaching gallery featuring four to six exhibitions a year. Exhibitions are selected by the art and art history faculty to explore issues originating in the academic curriculum. The primary focus is the display of professional work by contemporary artists. These artists are often featured in the weekly public lecture series described below. The Clifford Gallery is open to the entire community and contributes to the cultural life of the central New York area.

**The Department of Art and Art History Lecture Series** Lectures take place every other week in Little Hall's Golden Auditorium. The series features presentations by studio artists, art historians, and critics, and serves as an arena for discussion of a wide range of subjects relevant to the study of the visual arts. Recent participants have included art historians and practicing sculptors, painters, film and video makers, printmakers, photographers, architects, and artists working in digital art and performance. The series is required as part of the curriculum and is open to the community. It also serves as a venue for welcoming Colgate graduates back to discuss their work in the visual arts.

**The Alternative Cinema Series** takes place weekly on Tuesday evenings. This is a series of films and videos ranging from "classic" cinema to the current avant-garde. Each semester several film/video makers, historians, or curators visit campus and present work in person for the series.

**The Picker Art Gallery** This professional gallery maintains the Colgate University collections, including some 11,000 works from a wide range of cultures and historical periods. Although it is not part of the Department of Art and Art History, the Picker Art Gallery provides an important resource to students, faculty, alumni, and friends of Colgate through exhibitions and sponsorship of the Friends of the Visual Arts.

**The Longyear Museum of Anthropology** For a full description, please see Sociology and Anthropology.

## Course Information

Course classifications:

Studio Arts (SA)  
Art History (AH)

## Honors and High Honors

After completing ARTS 475 Senior Project: Art History (AH) in the fall semester, students have the opportunity to apply to continue their work with an honors-eligible project in the spring semester. The award of honors in art and art history is dependent on departmental evaluation.

**Art History:** The honors-eligible project could be a substantial reworking of the senior project completed in the fall semester of senior year, or a discrete project that meaningfully engages ideas raised in ARTS 475. The thesis adviser and the coordinator of senior projects will decide together on the student's application to continue on to honors-eligible work. Students pursuing honors-eligible work in the spring enroll in an independent study (ARTS 491) with their senior project adviser. Honors presentations take place at the end of the term and faculty decide whether the project is worthy of honors. Honors will be conferred only on work of outstanding quality.

**Studio Art:** The students work closely with a faculty member to develop and realize a coherent body of studio work that serves as a capstone for the concentration. It is the culmination of previous coursework that has required conceptualization and understanding of artistic theoretical frameworks and technical knowledge. Class meetings serve as an opportunity to share ideas and work in progress; regular critiques incorporate the critical language acquired in ARTS 375. Work from the project is shown as part of a senior exhibition at the end of the term. All students with a studio arts emphasis are required to take and complete this course in fall of the senior year.

**GPA Requirements:** Honors — 3.20 in courses within the department; High Honors — 3.70 in courses within the department.

## Awards

*The Fitchen Award for Excellence in Art and Art History* — awarded by the department to an outstanding art and art history major.

*The Harriette Wagner Memorial Award* — established in 2004 by Professor Joseph Wagner, created in memory of Harriette Zeppinick Wagner. The award will be given annually to the senior art and art history major whose work exemplifies the way visual arts enrich the spirit and express the dignity of human beings.

## Transfer Credit

The department allows two courses to be transferred for credit toward the major, with prior approval of the courses by the department. No more than one period requirement may be fulfilled by means of courses transferred and no seminar taken outside Colgate will fulfill the seminar requirement within the art history major.





## Study Groups

Students are encouraged to participate in study groups; they may *not* schedule off-campus study during the senior year. Study abroad must be scheduled around the seminar requirement in art history or the ARTS 240 or ARTS 243 requirement in studio art. For information, see Off-Campus Study.

## Architecture Minor

This minor offers a program of study by which our undergraduates can become more adept at understanding the power of the built environment to shape lives and embody values. The goal of the Minor is to offer a coherent course of study that focuses on architecture as a cultural product. Through courses that explore architectural history and theory as well as courses that examine the intersection of architecture with other forms of art, such as painting and sculpture, students will gain an understanding of architecture's impact on human lives and culture.

For more information about the department, transfer credit, etc., visit the art and art history department page.

## Minor Requirements

The minor includes a minimum of six courses as follows.

### Introductory Course

- ARTS 105 - Introduction to Architecture in Cultural Context (AH)

### Four Courses

Students may apply to the Architectural Studies Minor Coordinator for permission to integrate one course from outside the ARTS department into their minor concentration, as a substitute for one of the following requirements.

- At least two courses must be focused on the history and theory of architecture from the following:
- ARTS 220 - Bodies in Space: European Architecture, 1400-1800 (AH)
  - ARTS 244 - Temples, Caves, and Stupas of India before 1300 (AH)
  - ARTS 273 - Architecture of Art Museums (AH)
  - ARTS 275 - American Campus Architecture (AH)
  - ARTS 277 - Modern Architecture (AH)
  - ARTS 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture (AH)
  - ARTS 350 - Art and the Goddess
  - ARTS 357 - Storytelling Without Word

- No more than two of the four courses may be drawn from those focused on architecture and its interaction with other arts and cultural forms:
- ARTS 207 - Roman Art (AH)
  - ARTS 245 - Palaces and Paintings of India Since 1300 (AH)
  - ARTS 249 - Art and Architecture of the Ancient Americas (AH)

- ARTS 360 - Borderlands (AH)
- ARTS 372 - Great Cities: Urban Form and Meaning (AH)

## Electives

Complete at least one course from the following:

- ARTS 211 - Drawing (SA)
- ARTS 263 - Sculpture: Surface and Form (SA)
- ARTS 264 - Sculpture: Material & Process (SA)
- ARTS 271 - Architectural Design I (SA)
- ARTS 312 - Advanced Drawing (SA)
- ARTS 364 - Advanced Sculpture (SA)

## Graduate Study Recommendations

Students anticipating graduate work in architecture should be aware that liberal arts experience is highly valued by the best graduate schools. To prepare for graduate work in architecture, students should take PHYS 105 or PHYS 111 and one semester of calculus. Experience in studio courses, especially drawing (ARTS 211), sculpture (ARTS 263 or ARTS 264), is extremely valuable in the preparation of a graduate portfolio. The study of historical architecture and the ways in which architecture connects to society is promoted in many art courses such as ARTS 207, ARTS 216, ARTS 220, ARTS 226, ARTS 275, ARTS 277, ARTS 344, ARTS 360, and ARTS 372. Students interested in careers in architecture should contact the architecture adviser.

## Art and Art History Major, Art History Emphasis

For more information about the department, honors/high honors, transfer credit, etc., visit the art and art history department page.

## Major Requirements

A student who completes the major requirements earns a degree in art and art history.

## Required Courses

- ARTS 100 - Introduction to Studio Art (SA)
- One 100-level art history course
- One 200-level studio art course
- Five 200- or 300-level art history courses, of which at least one 300-level course must be completed on campus by the end of the junior year. (ARTS 311/MUSI 311 does not count towards this requirement.)
- ARTS 475 - Senior Project: Art History (AH)
- Either ARTS 491 (honors) or one additional art history course at the 200 or 300 level.

## Art Periods

Within the requirements above, students must take at least one course in each of the following periods:

### Art Prior to 1300:

- ARTS 101 - Caves to Cathedrals: The Art of Europe and the Mediterranean to the 13th Century (AH)
- ARTS 103 - The Arts of Asia before 1300 (AH)
- ARTS 207 - Roman Art (AH)
- ARTS 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages (AH)
- ARTS 244 - Temples, Caves, and Stupas of India before 1300 (AH)
- ARTS 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture (AH)
- ARTS 350 - Art and the Goddess
- ARTS 357 - Storytelling Without Word
- ARTS 381 - Seminar in Art History: Pre-1300 (AH)

### Art from 1300–1800:

- ARTS 102 - The Art of Europe from the Revival of Antiquity to Revolution (AH)
- ARTS 216 - Nature's Mirror: Renaissance Arts 1400-1550 (AH)
- ARTS 220 - Bodies in Space: European Architecture, 1400-1800 (AH)
- ARTS 225 - Renaissance and Reformation in Northern Europe (AH)
- ARTS 226 - Nature's Order: Baroque Arts 1550-1750 (AH)
- ARTS 245 - Palaces and Paintings of India Since 1300 (AH)
- ARTS 246 - From Emperors to Anime: Pictorial Practices in China and Japan (AH)
- ARTS 249 - Art and Architecture of the Ancient Americas (AH)
- ARTS 311 - The Arts in Venice during the Golden Age (Venice Study Group) (AH)
- ARTS 360 - Borderlands (AH)
- ARTS 382 - Seminar in Art History: 1300-1800 (AH)

### Art after 1800:

- ARTS 107 - What is Modern Art? (AH)
- ARTS 110 - Global Contemporary Art (AH)
- ARTS 233 - Latin American Art (AH)
- ARTS 236 - Realism and Impressionism: Global Styles (AH)
- ARTS 238 - Avant-Gardes: 1880-1920 (AH)
- ARTS 239 - Global Modernisms 1920-1950 (AH)
- ARTS 240 - Art and Theory 1950-1980 (AH)
- ARTS 243 - Art & Theory 1980 to Present (AH)
- ARTS 248 - African Art (AH)
- ARTS 250 - Native Art of North America (AH)
- ARTS 275 - American Campus Architecture (AH)
- ARTS 277 - Modern Architecture (AH)
- ARTS 287 - History and Theory of Cinema (AH)
- ARTS 345 - Exhibiting the New: 1960-2000 (AH)
- ARTS 348 - Modern Art on Display, 1850-1950 (AH)

- ARTS 219 - The Economics of Art (AH)

## GPA Requirement

A GPA of C (2.00) in combined studio courses and art history courses is required of all majors. Only one course below a C– will be accepted for the major.

## Art and Art History Major, Studio Arts Emphasis

For more information about the department, honors/high honors, transfer credit, etc., visit the art and art history department page.

## Major Requirements

The requirements for the major are as follows:

### Required Courses

- ARTS 100 - Introduction to Studio Art (SA) (prerequisite for all 200-level studio art courses)
- Four 200- or 300-level studio art courses in different media. At least one must be at the 300 level.
- ARTS 375 - Advanced Projects in Studio Art (SA) (must be taken before the fall of the senior year)
- ARTS 406 - Senior Project: Studio Art (SA)
- ARTS 491 - Independent Study - Honors (optional)

### One of the Following

Must be taken before the senior year.

- ARTS 240 - Art and Theory 1950-1980 (AH)
- ARTS 243 - Art & Theory 1980 to Present (AH)

### Additional Courses - Art Periods

Two courses in art history in a least two different periods listed below. One may be at the 100 level if taken in the first two years.

#### Art Prior to 1300:

- ARTS 101 - Caves to Cathedrals: The Art of Europe and the Mediterranean to the 13th Century (AH)
- ARTS 103 - The Arts of Asia before 1300 (AH)
- ARTS 207 - Roman Art (AH)
- ARTS 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages (AH)
- ARTS 244 - Temples, Caves, and Stupas of India before 1300 (AH)
- ARTS 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture (AH)
- ARTS 350 - Art and the Goddess
- ARTS 357 - Storytelling Without Word

## Art from 1300–1800:

- ARTS 102 - The Art of Europe from the Revival of Antiquity to Revolution (AH)
- ARTS 216 - Nature's Mirror: Renaissance Arts 1400-1550 (AH)
- ARTS 220 - Bodies in Space: European Architecture, 1400-1800 (AH)
- ARTS 225 - Renaissance and Reformation in Northern Europe (AH)
- ARTS 226 - Nature's Order: Baroque Arts 1550-1750 (AH)
- ARTS 245 - Palaces and Paintings of India Since 1300 (AH)
- ARTS 246 - From Emperors to Anime: Pictorial Practices in China and Japan (AH)
- ARTS 249 - Art and Architecture of the Ancient Americas (AH)
- ARTS 311 - The Arts in Venice during the Golden Age (Venice Study Group) (AH)
- ARTS 360 - Borderlands (AH)

## Art After 1800:

- ARTS 107 - What is Modern Art? (AH)
- ARTS 219 - The Economics of Art (AH)
- ARTS 233 - Latin American Art (AH)
- ARTS 236 - Realism and Impressionism: Global Styles (AH)
- ARTS 238 - Avant-Gardes: 1880-1920 (AH)
- ARTS 239 - Global Modernisms 1920-1950 (AH)
- ARTS 240 - Art and Theory 1950-1980 (AH)
- ARTS 243 - Art & Theory 1980 to Present (AH)
- ARTS 248 - African Art (AH)
- ARTS 250 - Native Art of North America (AH)
- ARTS 273 - Architecture of Art Museums (AH)
- ARTS 275 - American Campus Architecture (AH)
- ARTS 277 - Modern Architecture (AH)
- ARTS 280 - Visual Culture of Fascism (AH)
- ARTS 287 - History and Theory of Cinema (AH)
- ARTS 348 - Modern Art on Display, 1850-1950 (AH)
- ARTS 355 - Photography and Political Conflict

## GPA Requirement

A GPA of C (2.00) in combined studio courses and art history courses is required of all majors. Only one course below a C– will be accepted for the major.

## Art and Art History Minor

For more information about the department, transfer credit, etc., visit the art and art history department page.

### Minor Requirements

One 100-level art history survey may be counted if taken before the end of the sophomore year. No independent studies courses may be counted toward fulfillment of requirements for the minor program.

Consists of six courses including at least two 100- or 200-level studio courses and at least two 200- or 300-level art history courses in two different periods:

#### Art Prior to 1300:

- ARTS 101 - Caves to Cathedrals: The Art of Europe and the Mediterranean to the 13th Century (AH)
- ARTS 103 - The Arts of Asia before 1300 (AH)
- ARTS 207 - Roman Art (AH)
- ARTS 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages (AH)
- ARTS 244 - Temples, Caves, and Stupas of India before 1300 (AH)
- ARTS 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture (AH)
- ARTS 350 - Art and the Goddess
- ARTS 357 - Storytelling Without Word

#### Art From 1300 to 1800:

- ARTS 102 - The Art of Europe from the Revival of Antiquity to Revolution (AH)
- ARTS 216 - Nature's Mirror: Renaissance Arts 1400-1550 (AH)
- ARTS 220 - Bodies in Space: European Architecture, 1400-1800 (AH)
- ARTS 225 - Renaissance and Reformation in Northern Europe (AH)
- ARTS 226 - Nature's Order: Baroque Arts 1550-1750 (AH)
- ARTS 245 - Palaces and Paintings of India Since 1300 (AH)
- ARTS 246 - From Emperors to Anime: Pictorial Practices in China and Japan (AH)
- ARTS 249 - Art and Architecture of the Ancient Americas (AH)
- ARTS 311 - The Arts in Venice during the Golden Age (Venice Study Group) (AH)
- ARTS 360 - Borderlands (AH)

#### Art After 1800:

- ARTS 107 - What is Modern Art? (AH)
- ARTS 110 - Global Contemporary Art (AH)
- ARTS 219 - The Economics of Art (AH)
- ARTS 236 - Realism and Impressionism: Global Styles (AH)
- ARTS 233 - Latin American Art (AH)
- ARTS 238 - Avant-Gardes: 1880-1920 (AH)



- ARTS 239 - Global Modernisms 1920-1950 (AH)
- ARTS 240 - Art and Theory 1950-1980 (AH)
- ARTS 248 - African Art (AH)
- ARTS 250 - Native Art of North America (AH)
- ARTS 273 - Architecture of Art Museums (AH)
- ARTS 275 - American Campus Architecture (AH)
- ARTS 277 - Modern Architecture (AH)
- ARTS 280 - Visual Culture of Fascism (AH)
- ARTS 287 - History and Theory of Cinema (AH)
- ARTS 348 - Modern Art on Display, 1850-1950 (AH)
- ARTS 355 - Photography and Political Conflict

## Museum Studies Minor

The Department of Art & Art History also offers an interdisciplinary minor in Museum Studies, overseen by an Advisory Board that includes members from Art and Art History, Sociology and Anthropology, History and the University Museums. Courses in Museum Studies may address a range of topics, including actual museums (their histories, architecture, operations, politics, ethics, etc.), collective memory, institutional critique, cultural heritage and/or property, or public history. Courses may also count toward the program if a substantial part of their pedagogy is object-based.

The minor program consists of 5 courses and a practicum (see below). All 5 courses may come from the core course list, or 4 from the core course list and 1 from the elective list. One of the core courses must be at the 300-level. The five courses must include selections from at least two of the core Museum Studies departments (Art & Art History, Sociology & Anthropology, and History). If a student majors in Art & Art History, Anthropology, or History and minors in Museum Studies, only one course may count toward their major and the Museum Studies minor. A student minoring in Museum Studies may petition the Advisory Board to have a course not included on the list below count toward the degree if the course addresses one or more of the themes noted above.

For more information about the department, transfer credit, etc., visit the art and art history department page.

## Minor Requirements

### Museum Studies Core Courses

- ANTH 103 - Introduction to Archaeology
- ANTH 242 - The Archaeology of Race and Ethnicity in America (MC, GR)
- ANTH 244 - Who Owns Culture?
- ANTH 248 - African Art (MC, GR)
- ANTH 249 - Art and Architecture of the Ancient Americas (MC, GR)
- ANTH 250 - Native Art of North America (MC, GR)
- ANTH 253 - Field Methods and Interpretation in Archaeology (MC, GR, FR)
- ANTH 300 - Museum Studies in Native American Cultures (MC, GR, FR)
- ANTH 330 - Deep Time: Representing the Human Past in Contemporary South Africa (Extended Study)
- ANTH 356 - Ethical Issues in Native American Archaeology (MC, GR)

- ARTS 219 - The Economics of Art (AH)
- ARTS 248 - African Art (AH)
- ARTS 249 - Art and Architecture of the Ancient Americas (AH)
- ARTS 250 - Native Art of North America (AH)
- ARTS 255 - Museum Exhibitions: Design, Rhetoric, and Interpretation
- ARTS 345 - Exhibiting the New: 1960-2000 (AH)
- ARTS 348 - Modern Art on Display, 1850-1950 (AH)
- ARTS 381 - Seminar in Art History: Pre-1300 (AH)
- ENGL 388 - British Fiction I, ca. 1700 - 1870
- HIST 251 - The Politics of History (TR)
- Other courses at the Advisory Committee's discretion

## Electives

- ARTS 226 - Nature's Order: Baroque Arts 1550-1750 (AH)
- ARTS 240 - Art and Theory 1950-1980 (AH)
- ARTS 243 - Art & Theory 1980 to Present (AH)
- ARTS 244 - Temples, Caves, and Stupas of India before 1300 (AH)
- ARTS 246 - From Emperors to Anime: Pictorial Practices in China and Japan (AH)
- ARTS 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture (AH)
- CLAS 401 - Senior Seminar in the Classics
- CORE 108S - The Story of Colorants
- CORE 118S - Gems
- CORE 189C - Africa
- CORE 111S - The Artful Brain: An Exploration in Neuro-aesthetics
- FSEM - The Artful Brain: An Exploration in Neuroaesthetics
- FSEM - The Seven Wonders of the Ancient World
- FSEM - Lost Stories of the Amazon
- GEOG 319 - Population and Environment
- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 301 - Igneous and Metamorphic Petrology and GEOL 301L
- GEOL 310 - Environmental Economic Geology
- HIST 313 - Upstate History (US)
- PCON 355 - Rwanda since the 1994 Genocide
- PHIL 330 - Aesthetics and the Philosophy of Art (VT)
- WRIT 210 - The Rhetoric of Style
- WRIT 225 - Visual Rhetorics
- Other courses at the Advisory Committee's discretion

## Practicum

The Practicum in Museum Studies is an opportunity for students to gain hands-on experience in a non-profit museum, gallery, cultural center, or historical society. This may take the form of paid or volunteer work or an internship, and must be at least 140 hours in duration. It is expected that the practicum will deepen the student's understanding of a substantive aspect or aspects of the institution's operations through work in a

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department such as Curatorial, Development, Education, Collections Management, Communications, or Archives.

The practicum requirement can be satisfied by an internship at the Picker Art Gallery or Longyear Museum of Anthropology during the academic year or over the summer, or at any other suitable museum. Students who wish to fulfill this requirement at an off-campus institution are required to submit a Practicum Pre-Approval Form in the semester prior to starting that work. Financial support for internships is available through Colgate's Summer Funding, but students should be aware of the competitive nature of these grants and of their early deadlines (usually in late February; for more information and specific deadlines, visit summer funding.

Colgate's Upstate Institute can help students identify ways to fulfill the Museum Studies practicum requirement in central New York. The Upstate Institute supports community-based research through the Summer Field School, and can help place students as full-time paid research Fellows with institutions in the region such as the Munson Williams Proctor Institute, Everson Museum of Art, Oneida County Historical Society, Oneida Community Mansion House, Adirondack Museum, Iroquois Indian Museum, Fenimore Art Museum, the Shako:wi Cultural Center, the Corning Museum of Glass, and the National Abolition Hall of Fame in Peterboro. For more information visit the Upstate Institute website for more information on these opportunities.

Students should also consult with their Museum Studies minor adviser about the various ways this requirement can be fulfilled, and about opportunities that best meet the individual needs and interests of the student.

## The Classics

### Faculty

*Professors* R. Ammerman (*Chair*), Garland  
*Associate Professors* Rood, Stull  
*Assistant Professors* Benson, Tober  
*Visiting Assistant Professor* Forte  
*Senior Research Professor* A. Ammerman

The Department of the Classics embraces a multifaceted approach to the ancient Greek and Roman world, studying not only language and literature but also history, art, archaeology, religion, politics, philosophy, and anthropology. Students may choose to pursue a major in Latin, Greek, the Classics, or Classical Studies. Majors in Latin, Greek, or the Classics make language and literature their main focus; majors in Classical Studies give less emphasis to the languages but acquire a broad understanding of different aspects of ancient civilization. Many of the Department's courses — such as Greek Art, Classical Mythology, Sexuality and Gender in Ancient Greece and Rome, The Tragic and Comic Muse, and Greek Religion — also complement offerings in a range of subject areas across the curriculum. Recent graduates from the Department of the Classics are pursuing diverse careers in fields such as law, medicine, advertising, computer science, and education. Many, too, have gone on to do graduate work in Classics or related disciplines.

CLAS 221, CLAS 222, CLAS 224, CLAS 225, CLAS 230, CLAS 231, CLAS 232, CLAS 233, CLAS 234, CLAS 235, CLAS 236, and CLAS 237 require no knowledge of Greek or Latin language. These courses are open to all students, but are subject to limitations in enrollment set by the instructor.

## Major Programs in the Classics

There are four possible majors in the classics: Greek, Latin, the classics, and classical studies. All majors require a minimum of eight courses within the department but vary in the amount and level of language study required. In addition, all majors are required to take the senior seminar (CLAS 401) in the fall of their senior year.

## Awards

*The Newton Lloyd Andrews Prize* — established in memory of Newton Lloyd Andrews, a member of the class of 1862, to support the study of the art and monuments of ancient Greece and Italy, Gothic architecture, or Renaissance painting.

*The J. Curtiss Austin Latin Prize* — established as a memorial to Dr. J. Curtiss Austin in honor of his 40 years on the Colgate faculty, and awarded by the Department of the Classics to the student whose performance in Latin has been the most outstanding.

*The Award for Excellence* — awarded annually to that first-year or sophomore student who shows the best promise in a course in Latin or Greek and who achieves the best record among his/her peers in Latin or Greek.

*The Baldwin Greek Prize* — established for the sophomore class for the examination in writing upon some author, or work of an author, read by the class. No student may compete unless his/her standing in all

departments averages at least B (3.00). The award is made by a committee not associated with the university.

## Advanced Placement and Transfer Credit

To evaluate a student's qualifications for advanced placement, the department requires the submission of an Advanced Placement Examination in Latin. Students who submit a grade of 4 or 5 and completes LATN 201 or a higher-level course in Latin will receive one credit for LATN 122 for the AP examination that may count toward a major in the department.

Transfer credit for a major is granted for courses comparable to those required for the classics major at Colgate on an individual basis. Evidence of course content may be required.

## Honors and High Honors

The minimum departmental GPA required for honors in the classics, classical studies, Greek, or Latin is 3.50; for high honors 3.80. In addition, successful completion of an honors thesis and an oral examination is required. Honors candidates usually take CLAS 490, GREK 490 or LATN 490 in the fall of their senior year while writing their theses. Proposals for theses should be prepared in the spring of the junior year in consultation with the thesis adviser. Theses are then revised during the first half of the spring semester of the senior year and defended in April.

## Extended Studies

### Greece

The department offers students who are enrolled in GREK 122, or who have completed GREK 122 (or higher), an opportunity to explore the material culture of Greece through a course that culminates in a three-week trip to Greece in May. For further information, see the course descriptions of CLAS 251 and CLAS 251E and consult with a faculty member in the department.

### Rome and Pompeii

The department offers students who are enrolled in LATN 122, or have completed LATN 122 (or higher), an opportunity to explore the material culture of Rome and Pompeii through a course that culminates in a three-week trip to Italy in May. For further information, see the course descriptions of CLAS 250 and CLAS 250E and consult with a faculty member in the department.

## The Venice Study Group

The Venice Study Group offers majors who have had one or more years of Latin or Greek at Colgate the opportunity to explore sites and monuments of the classical world. The archaeology of Italy forms a major component of this interdisciplinary study group. For further information, see Off-Campus Study.

## Classical Studies in Rome

The department is a member institution of the Intercollegiate Center for Classical Studies in Rome, which offers a full schedule of classics- and archaeology-related courses each fall and spring. For further information, consult with a member of the department.

## Classical Studies Major

For more information about the department, honors/high honors, transfer credit, etc., visit the Classics department page.

### Major Requirements

The specific requirements for the Classical Studies major are:

- four courses in Latin or four courses in Greek,
- four additional courses in the department,  
or
- outside the department with departmental approval, and
- CLAS 401

### GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All departmental courses taken are used to calculate the major GPA for *the classics and classical studies*.

## Greek Major

For more information about the department, honors/high honors, transfer credit, etc., visit the Classics department page.

### Major Requirements

The specific requirements for the Greek major are:

- CLAS 401 - Senior Seminar in the Classics
- Eight course in Greek, with a least four courses at the 300 level or higher

### GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All Greek courses taken and CLAS 401 are used to calculate the *Greek* major GPA.

## Latin Major

For more information about the department, honors/high honors, transfer credit, etc., visit the Classics department page.

### Major Requirements

The specific requirements for the Latin major are:

- CLAS 401 - Senior Seminar in the Classics
- Eight courses in Latin, with at least four courses at the 300 level or higher

Latin majors are encouraged to take at least one 400-level Latin seminar, and those intending to pursue graduate study should do so by the fall of their senior year.

### GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All Latin courses taken and CLAS 401 are used to calculate the Latin major GPA.

## The Classics Major

For more information about the department, honors/high honors, transfer credit, etc., visit the Classics department page.

### Major Requirements

The specific requirements for The Classics major are:

- CLAS 401 - Senior Seminar in the Classics
- Eight courses in Greek and Latin, at least six of which must be at the 300 level or higher
- Students must demonstrate proficiency in both languages by taking at least two 300-level courses in each language.

Majors in the Classics are encouraged to take at least two CLAS courses.

Majors are also encouraged to take at least one 400-level Latin seminar, and those intending to pursue graduate study should do so by the fall of their senior year.

### GPA Requirement

No departmental course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C). All departmental courses taken are used to calculate the major GPA for the classics and classical studies.





## The Classics Minor

For more information about the department, transfer credit, etc., visit the Classics department page.

### Minor Requirements

A minor in the Classics consists of four courses in Greek or four courses in Latin and two other courses in the department or outside the department with departmental approval. Such courses may include literature, art, archaeology, mythology, history, or philosophy.

## East Asian Languages and Literatures

### Faculty

*Professors* Hirata  
*Associate Professors* Crespi (*Chair*), Wang  
*Assistant Professors* Mehl, Xu, Ye

The Department of East Asian Languages and Literatures offers courses in the languages and cultures of China and Japan. Because each language teaches so much about the people and the culture it represents, the department offers credit toward graduation for a single semester of study. Students who continue through the four-year sequences of rigorous classroom language training, combined with study abroad experiences, acquire the proficiency they need to pursue graduate study or a variety of careers related to East Asia. Courses taught in English include literature and film, East Asian Thought, Topics in Japanese Studies and in Linguistics, the Japanese Village, the Chinese City, China in Transition, and Topics in Chinese Culture. Qualified students may arrange independent study beyond the courses offered.

## Related Majors

A major that focuses on China or Japan is among the options offered by the Asian Studies program.

## Awards

*The Award for Excellence in Chinese Language* — awarded by the department to the student with the highest achievement in the Chinese language.

*The Award for Excellence in Japanese Language* — awarded by the department to the student with the highest achievement in the Japanese language.

*The Mori Family Awards for Excellence in Japanese Language* — awarded annually to outstanding students from each of the four levels of instruction in Japanese and to the winners of the annual Central New York Japanese Speech Contest.

## Advanced Placement and Transfer Credit

Normally no more than one credit for a language course and one credit for a content course can be transferred toward either major from intensive study at another institution in the United States or abroad. Advanced placement can be arranged after consultation with the instructors in charge.

## Honors and High Honors

### Chinese

Students who have demonstrated marked excellence and an unusual degree of independence in their work may participate in the honors program supervised by a member of the Chinese faculty. Candidates for honors and high honors must achieve a minimum GPA of 3.30 and 3.70, respectively, in the courses taken

for the major and a cumulative GPA of 3.00 for both distinctions. In addition, candidates for honors must successfully complete a thesis or project judged to be of A or A– quality by the faculty supervisor and one other faculty member, and, for high honors, successfully complete a thesis or project judged to be of A quality or higher by the faculty supervisor and one other faculty member after an oral examination. Normally, work toward the thesis should begin in the fall term in a 300- or 400-level course (or any independent studies course) and continue through the spring term in independent study as CHIN 499 - Honors Project in Chinese, which must be taken in addition to the minimum number of courses required for the major.

## Japanese

Students majoring in Japanese who have demonstrated marked excellence and an unusual degree of independence in their work may participate in the honors program supervised by a member of the Japanese faculty. Candidates for honors and high honors must achieve a minimum GPA of 3.30 and 3.70, respectively, in the courses taken for the major, and a cumulative GPA of 3.00. In addition, candidates for honors must successfully complete a thesis or project judged to be of A or A– quality by the faculty supervisor and one other faculty member, and, for high honors, successfully complete a thesis or project judged to be of A quality or higher by the faculty supervisor and one other faculty member after an oral examination. Normally, work toward the thesis should begin in the fall term in a 300- or 400-level course (or any independent studies course) and continue through the spring term in independent study as JAPN 499.

## Study Groups

### China

The China Study Group is offered biennially in the fall semester in Shanghai in the People's Republic of China. Students take one course in language, two area studies courses from the Colgate director, and one CET elective (this course will not count towards the Chinese major). Prerequisites for the China Study Group normally include at least one year's coursework at Colgate in modern standard Chinese and CORE 165C - China. For more information, see Off-Campus Study.

### Japan

This program is based in Kyoto, Japan. This program provides lodging with Japanese families, intensive language training, and instruction in Japanese literature, art, religion, and linguistics. Prerequisites for the Japan Study Group include at least one year's coursework in Japanese and CORE Japan. See Off-Campus Study.

## Facilities

The Japanese Studies Center, funded by the Japan World Exposition (1976) and located in Lawrence Hall, consists of a seminar room and a multipurpose Japanese-style tatami room. It offers computer and audiovisual facilities complemented by a library of Japanese reference works, films, periodicals, and current newspapers for self-instruction in Japanese language and culture. Activities sponsored by the Japan Club and the Japanese Conversation Club are held at the center.

The Robert Ho Center for Chinese Studies, established in 1993 in Lawrence Hall, offers renovated classrooms and a reading room with Asian architectural features complemented by artwork, audiovisual

equipment, journals, reference materials, and a small collection of books on China. An attached kitchen enhances extracurricular activities such as brush writing and celebrations of Chinese festivals.

## Chinese Major

The major in Chinese provides students with a solid foundation in the Chinese language, literature, and culture through extensive language training and broad exposure to Chinese literary and cultural traditions. Prospective majors should plan to begin Chinese language study during their first year at Colgate and are strongly encouraged to participate in the China Study Group.

For more information about the department, honors/high honors, transfer credit, etc., visit the East Asian languages and literatures department page.

## Major Requirements

In order to encourage exposure to a wide range of approaches to Chinese studies, the department strongly recommends that students elect a section of CORE 165C taught by a member of a department other than East Asian languages and literatures, and enrich their major by taking HIST 368 - China, the Great Wall, and Beyond (AS) and/or HIST 369 - Modern China (1750 - present) (AS).

Upon completion of CHIN 202, the Chinese major requires a minimum of eight courses from the following:

## Required Courses

- CHIN 303 - Films and Broadcasts
- CHIN 304 - Readings in Social Issues
- CHIN 405 - Reading Chinese Newspapers
- CHIN 406 - Readings in Modern Culture
- CORE 165C - China

## One of the Following

Students who complete both CHIN 222 and CHIN 288 may apply one or the other toward the elective requirement below.

- CHIN 222 - China through Literature and Film
- CHIN 288 - The Chinese City: Living Beijing (Extended Study)

## Two Courses from the Following

- CHIN 250 - East Asian Thought
- JAPN 250 - East Asian Thought
- CHIN 450 - Advanced Readings in Chinese Worldview
- CHIN 481 - China in Transition (Study Group) (in China)
- CHIN 482 - Topics in Chinese Culture (Study Group) (in China)
- JAPN 222 - Japan through Literature and Film

## GPA Requirement

All courses must be passed with a grade of C or better to count toward the major; a minimum average of 2.00 in all courses counted toward the major is necessary for graduation.

## Chinese Minor

For more information about the department, transfer credit, etc., visit the East Asian languages and literatures department page.

## Minor Requirements

A minor in Chinese consists of a minimum of five courses, including four Chinese language courses, CHIN 201 or above, and one Chinese literature or culture course offered by the department. Alternatively, the Chinese minor can be fulfilled by completing the China study group and its prerequisites, as long as the study group language course is taken at the 300 level.

## Japanese Major

The major in Japanese provides students with a solid foundation in the disciplines of Japanese language, literature, and culture through extensive language training and broad exposure to Japanese literary and cultural traditions. Prospective majors are strongly encouraged to begin their Japanese language study during their first year at Colgate and to participate in the Japan Study Group.

For more information about the department, honors/high honors, transfer credit, etc., visit the East Asian languages and literatures department page.

## Major Requirements

In order to encourage exposure to a wide range of approaches to Japanese studies, the department strongly recommends that students elect a section of CORE 167C taught by a member of a department other than East Asian languages and literatures, and enrich their major by taking ECON 339 - The Japanese Economy and HIST 264 - Modern East Asia (AS).

Upon completion of JAPN 202, a minimum of eight courses is necessary to fulfill the requirements for a Japanese major:

## Required Courses

- CORE 167C - Japan
- JAPN 222 - Japan through Literature and Film
- JAPN 301 - Advanced Japanese I (language and literature course)
- JAPN 302 - Advanced Japanese II (language and literature course)

## Two Courses from the Following 400-level Language Courses

- JAPN 401 - Readings in Japanese I

- JAPN 402 - Readings in Japanese II
- JAPN 450 - Advanced Readings in Japanese
- JAPN 455 - Advanced Grammar in Japanese

## Two Courses from the Following Literature, Linguistics, and Culture Courses

- CHIN 222 - China through Literature and Film
- JAPN 250/CHIN 250 - East Asian Thought
- JAPN 411 - Topics in Japanese Linguistics
- JAPN 450 - Advanced Readings in Japanese
- JAPN 455 - Advanced Grammar in Japanese
- JAPN 481 - Topics in Japanese Culture (Study Group) (in Japan)
- JAPN 482 - Cultural Studies: The Japanese Village (Study Group) (in Japan)
- Other courses as approved by the department.

## GPA Requirement

All courses must be passed with a grade of C or better to count toward the major; a minimum average of 2.00 in all courses counted toward the major is necessary for graduation.

## Japanese Minor

For more information about the department, transfer credit, etc., visit the East Asian languages and literatures department page.

## Minor Requirements

A minor in Japanese consists of a minimum of five courses, including four Japanese language courses, JAPN 201 or above, and one Japanese literature or culture course offered by the department. Alternatively, the Japanese minor can be fulfilled by completing the Japan study group and its prerequisites, as long as the study group language courses are taken at the 300 level.

# English

## Faculty

*Professors* Balakian, Cerasano, Coyle, Davies (*Chair*), Harsh, L. Johnson, Knuth Klenck, Maurer, Staley, Wider

*NEH Professor of the Humanities* Watkins

*Associate Professors* Ames, Brice, Page

*Assistant Professors* Child, Hauser, Klein, Rajasingham, Warren

*Visiting Assistant Professor* Padilla Rios

*Olive B. O'Connor Writing Fellows* Hansen, Jaeger, Kioko, Strasser

The Department of English offers courses in two programs of study, one in literature written in the English language and the second in English with an emphasis in creative writing. Students may pursue majors and minors in both these areas.

An English major develops students' ability to use language effectively and enhances their critical and analytical skills by making them aware of the social and historical context in which writing, in any of its forms, is produced. English study provides an excellent basis for professional programs in law, journalism, publishing, and business as well as for graduate study in literature, the theater, or creative writing.

Students pursuing one of the majors in the department take courses in specified categories described in detail below. There is considerable choice from among the courses that fulfill these requirements, and students should discuss their programs with an adviser in planning a major. English courses also serve as electives for students in other programs. Normally 200-level courses are for first-year and sophomore students; 300-level courses, for sophomores, juniors, and seniors; and 400-level courses for juniors and seniors. There are a few specified prerequisites for individual courses. Non-majoring students considering 400-level English courses as electives, however, should consult catalogue descriptions and may wish to speak with instructors to determine their readiness for particular courses.

Continued study of a foreign language or work in the literature of other languages in translation is particularly recommended as complementary to an English major and is especially important for students interested in further literary studies. Writing is an important component of coursework.

## Awards

*The Allen Prizes in English Composition* — established in memory of Hattie Boyd Allen — two prizes in English composition.

*The Jonathan H. Kistler Memorial Curricular Innovation Fund in English* — established to support and nurture new curricular and pedagogical ideas within the English department.

*The Lasher Prize* — established as an award to a member of the junior class in recognition of outstanding talent.

*The Lasher Prize for Distinction in English Composition* — awarded for distinction in the various types of writing.

*The Scott Saunders Prize for Excellence in Literature* — established in memory of Scott Saunders '89, and awarded annually to a senior major in English who participated in the Colgate London English Study Group,

in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.

## Advanced Placement

The department does not award Advanced Placement credit.

## Transfer Credit

Because transferred courses must conform in content and rigor to Colgate's curriculum, students intending to take a course in English literature at another institution must meet with the department's transfer-credit adviser *before* enrolling in a course at another institution. Transfer credit for an English course taken at another college or university will be granted only by the approval of the department. The transfer-credit adviser grants preliminary approval for appropriate courses, which generally must resemble 300- or 400-level courses at Colgate. Upon return to campus, the student brings the course syllabus, all papers written for the course, and a transcript registering its completion to the transfer-credit adviser to receive final approval. No more than two courses (in the case of a minor, one course) may be transferred for major credit. Students may *not* use a transferred course to fulfill the 400-level seminar requirement of the major.

## Honors and High Honors in English

The privilege to work toward honors is granted at the discretion of the faculty. Seniors with an average of 3.5 in ENGL courses are eligible to apply to pursue an honors project. Interested students should begin discussing their projects with potential directors in their junior year.

Candidates in literary criticism must enroll in ENGL 489, a 0.25-credit course offered in the fall semester. In consultation with a member of the faculty, the student selects a topic and submits a formal prospectus, which must be approved by two faculty supervisors, the director of the honors program, and the department as a whole. The deadline for submission of the prospectus normally falls in October, while the deadline for an annotated bibliography normally falls in December.

Candidates in creative writing must enroll in ENGL 477 - Advanced Workshop in the fall of their senior year. They should also speak with a creative writing professor(s) in the spring of their junior year. Permission to pursue a creative writing honors the next spring will be granted on the basis of the quality of work in ENGL 477.

Students pursuing an honors project are enrolled in ENGL 490 - Special Studies for Honors Candidates, during the spring term of their senior year. ENGL 490 must be taken in addition to the required 400-level seminar and in addition to the minimum number of courses required for the major. Students must successfully complete the honors seminar and submit a final version of the thesis on a date specified by the department. If the thesis is provisionally approved by the faculty supervisors and the director of the honors program, the student then discusses the project at an oral presentation scheduled during finals week.

A student who completes a project judged worthy of honors by the department and maintains at least a 3.5 average in all ENGL courses, including ENGL 490, is awarded a degree in English with honors. Students are awarded high honors on the basis of the quality of the thesis and the oral presentation. If a student withdraws from the program, or if the thesis is not approved for honors, ENGL 490 is converted to ENGL 491 - Independent Study, and a grade is assigned by the faculty member who supervises the completion of the work.



Students with further questions should contact the director of honors in the Department of English.

## Preparation for Graduate Study

Students interested in graduate study should consult with their advisers and the department chair early in their programs to be advised about preparation for advanced work. The department also designates special advisers to meet with students interested in graduate work, and informational meetings are held to help juniors and seniors plan their applications for fellowships and graduate admission.

## Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in English who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

## MAT Degree in English

The Master of Arts in Teaching with a major in English is awarded by Colgate in the program. See Graduate Program.

## Study Groups

### London

Each year, and often twice a year, a group of juniors and seniors spends a term in London studying British literature and theater under the direction of a member of the English department. Preference normally is given to majors or prospective majors who have completed at least three courses toward the requirements for the major. ENGL 290 - London English Study Group Preparation, is a 0.25-credit course limited to participants in the London English Study Group in a subsequent term. The course prepares students for the English course-work to be undertaken in London. For further information, see Off-Campus Study.

### Santa Fe

Students interested in American literature are encouraged to consider participation in the Santa Fe Study Group. When directed by a member of the English department, the program features courses in contemporary Native American literature and contemporary methods of criticism across the arts as well as providing opportunities for students to continue work in creative writing. The study group also involves service learning work at one of the pueblos near Santa Fe.

### Jamaica

Students interested in Caribbean literature and black Atlantic literature are encouraged to consider participation in the Jamaica study group. When directed by a member of the English department, the program features courses in contemporary Caribbean literature and criticism as well as Jamaican culture.



## Creative Writing Minor

For more information about the department, honors/high honors, transfer credit, etc., visit the English department page.

### Minor Requirements

Students interested in the minor in creative writing should talk with a member of the department who teaches the writing workshops in order to plan an appropriate program of study.

The minimum of five courses must include the following:

### Workshop Courses

ENGL 217 may be taken only once. Instructor permission is necessary for admission to creative writing courses at the 300 and 400 levels.

Three workshop courses chosen from among the following:

- ENGL 217 - Introductory Workshop in Creative Writing
- ENGL 374 - Creative Nonfiction Workshop
- ENGL 377 - Fiction Writing Workshop
- ENGL 378 - Poetry Writing Workshop
- ENGL 379 - Literary Journalism
- ENGL 477 - Advanced Workshop
- ENGL 491 - Independent Study

### Literature Courses

Two literature courses chosen from English offerings at the 300 and 400 level.

### GPA Requirement

Passing grades are required in a minimum of five courses, with a minimum GPA of 2.00 averaged over all courses taken in the department.

## English Major

For more information about the department, honors/high honors, transfer credit, etc., visit the English department page.

### Major Requirements

Students are strongly encouraged to elect more than the required number of courses and to support their studies in English with appropriate courses in art, music, history, the literatures of other languages, and the classics.

Juniors or seniors who come to the major later in their undergraduate careers should consult with the department chair for permission to enroll in ENGL 200, ENGL 201, or ENGL 202.

The minimum number of courses must include the following:

## Required Courses

- ENGL 200 - Major British Writers
- ENGL 201 - American Texts and Contexts

## Postcolonial Literature

A course in postcolonial literature at the 200 or 300 level

- ENGL 202 - Justice and Power in Postcolonial Literature
- ENGL 207 - New Immigrant Voices
- ENGL 208 - Sex and the Global City
- ENGL 333 - African/Diaspora Women's Narrative
- ENGL 337 - African Literature
- ENGL 349 - Global Theater
- ENGL 363 - Contemporary Fiction (when so designated)

## 300- and 400-level Electives

Four full-credit courses at the 300 and 400 level, at least one of which must be a 400-level seminar in literature; (that is, ENGL 477, ENGL 489, ENGL 490, and ENGL 491 do not meet the seminar requirement). Among the courses taken at the 300 or 400 level two must be courses in literature before 1800. Only one of the courses meeting the pre-1800 requirement may be ENGL 321 or ENGL 322.

## GPA Requirement

Passing grades are required in a *minimum* of nine departmental courses, with a major GPA of 2.00 averaged over all courses taken in the department.

## English Major, Creative Writing Emphasis

For more information about the department, honors/high honors, transfer credit, etc., visit the English department page.

## Major Requirements

Students interested in the major with an emphasis in creative writing should talk with the department chair or with a member of the department who teaches the writing workshops in order to plan an appropriate program of study.

English majors may pursue an eleven-course sequence leading to a degree in English with an emphasis in creative writing. The sequence of courses must include:

## Required Courses

- ENGL 200 - Major British Writers
- ENGL 201 - American Texts and Contexts

## Postcolonial Literature

A course in postcolonial literature at the 200 or 300 level

- ENGL 202 - Justice and Power in Postcolonial Literature
- ENGL 207 - New Immigrant Voices
- ENGL 208 - Sex and the Global City
- ENGL 333 - African/Diaspora Women's Narrative
- ENGL 337 - African Literature
- ENGL 349 - Global Theater
- ENGL 363 - Contemporary Fiction (when so designated)

## 300- and 400-level Electives

Four full-credit courses at the 300 and 400 level, one of which must be a 400-level seminar in literature; (that is, ENGL 477, ENGL 489, ENGL 490, and ENGL 491 do not meet the seminar requirement). Among the courses taken at the 300 or 400 level must be two courses in literature before 1800. Only one of the courses meeting the pre-1800 requirement may be ENGL 321 or ENGL 322.

## Workshops

Instructor permission is necessary for admission to creative writing courses at the 300 or 400 levels.

Three workshops chosen from among the following:

- ENGL 217 - Introductory Workshop in Creative Writing (may be taken only once)
- ENGL 374 - Creative Nonfiction Workshop
- ENGL 377 - Fiction Writing Workshop
- ENGL 378 - Poetry Writing Workshop
- ENGL 379 - Literary Journalism
- ENGL 477 - Advanced Workshop
- ENGL 491 - Independent Study

## GPA Requirement

Passing grades must be earned in all courses counted for this major, with a GPA of 2.00 averaged over all courses taken in the department.

## English Minor

For more information about the department, transfer credit, etc., visit the English department page.

### Minor Requirements

The minimum of six courses must include the following:

#### 200 Level

One course at the 200 level

#### 300 and 400 Level

Three courses at the 300 and 400 level, including one course in literature before 1800

### GPA Requirement

Passing grades are required in six departmental courses, with a GPA of 2.00 averaged over all courses taken in the department.

## German

### Faculty

*Associate Professors* Baldwin, Miller, Swensen (*Chair*)

*Max Kade Fellow* Ruckdeschel

The study of German lays the groundwork for academic inquiry into the fascinating creative and intellectual cultures of central Europe. Serving as a gateway to rich literary and artistic traditions as well as the discourses of philosophy and critical theory, German also enables students to access Germanophone Europe's many contributions to the social and natural sciences. The department's academic program is structured to enable students to pursue their interests in German as well as related fields: the beginning and intermediate language courses emphasize cultural knowledge about contemporary German-speaking societies and provide a strong foundation in the skills of speaking, comprehending, reading, and writing German. German 351 fosters students' capacities for advanced study of German language, literature, and cultural history, while enabling them to conduct related academic work in German. Additional courses at the 300 level feature diverse topics in German literary and cultural studies, while seminars at the 400 level undertake intensive and focused investigations of seminal periods and genres of the German literary and cultural imagination.

The study of German can be integral to students' academic pursuits as whole. The department encourages students to enroll in related courses in other disciplines such as philosophy, history, music, international relations, linguistics, and art history. A major in German is an excellent preparation for graduate studies in these fields as well as in literature and German studies, and can also give students a competitive edge in such fields as economics, politics, law, business, journalism, consulting, and publishing. German not only provides students with the necessary basis for a rigorous or sophisticated understanding of central European culture, but also develops in them a more profound understanding of their native language and of the relationship between language and knowledge: to speak with Goethe, "Wer fremde Sprachen nicht kennt, weiß nichts von seiner eignen" (those who don't know foreign languages know nothing of their own).

## Awards

*The Valentine Piotrow German Prizes* — two awards for excellence in German.

## Advanced Placement and Transfer Credit

Both university and major credits are normally granted to students who achieve a score of 4 or 5 on the Advanced Placement examinations in German language and literature or a score of 6 or 7 on the higher level International Baccalaureate German exam. Transfer credit for courses taken at other institutions may be granted with the approval of the department chair.

## Honors and High Honors

An honors project allows students to build on their knowledge to pursue independent research on a topic of their interest in close consultation with one or several faculty members. Students with a GPA of 3.30 in courses included in the major and with a cumulative GPA of 3.00 are eligible for honors in German. Students who have attained that average may apply to pursue honors by the early fall of the senior year. Each candidate must complete a thesis or its equivalent under the guidance of a faculty adviser and must discuss

the thesis at an oral presentation normally scheduled in April. Research on this project begins in the fall semester of the senior year. In the spring semester candidates register for GERM 490. This course must be taken in addition to the minimum of eight courses required for the major. The quality of the project resulting from this course, as judged by the adviser and one other faculty member, determines whether the student receives honors or a grade in GERM 491 - Independent Study.

Successful honors students whose departmental average is 3.50 or higher are eligible for high honors. For this distinction the student must fulfill all regular honors requirements and must also pass an additional oral examination based on his or her cumulative work in German courses.

Acceptance in Delta Phi Alpha (national German honor society) is possible for all students who have at least two years of college German, a minimum GPA of 3.30 in all German courses, and an overall GPA of 3.00, and who show a continued interest in the study of German language and literature.

## Study Group

Every spring the department conducts a study group at the Albert-Ludwigs-Universität in Freiburg, Germany. Majors in German are normally expected to avail themselves of this opportunity. The study group is also open to non-majors who have sufficient German language skills. For more information, see Off-Campus Study.

## Facilities

The Max Kade German Center in Lawrence Hall serves the department both as a seminar room and as a common room. It offers audiovisual facilities, German television broadcasts, Internet connections, a German reference library, and current German periodicals. The center is also the site of lectures, film screenings, and a weekly coffee hour.

Each year there are native speakers from the University of Freiburg in residence to assist students. In addition, the German department shares the Keck Humanities Resource Center with other arts and humanities departments. Here German audio, video, and computer resources are available for laboratory work in connection with language classes as well as for independent studies.

## German Major

For more information about the department, honors/high honors, transfer credit, etc., visit the German department page.

## Major Requirements

A major in German literature and culture consists of a minimum of eight courses. Normally these include at least three 400-level seminars and two 300-level courses. The remaining major credits may be fulfilled through additional courses in the department at the 200-level and above, or up to two cognate courses on German Studies topics taught in English outside the department, with departmental approval. Exceptions require the permission of the department chair.



## GPA Requirement

University regulations require that a student maintain a minimum GPA of 2.00 in the courses comprising the major program.

## German Minor

For more information about the department, transfer credit, etc., visit the German department page.

## Minor Requirements

The minor in German literature and culture consists of a minimum of five courses. Normally these include at least one 400-level seminar and at least one 300-level course. The remaining minor credits may be fulfilled through additional courses in the department at the 200-level and above, or by one cognate course on a German Studies topic taught in English outside the department, with departmental approval.

## GPA Requirement

University regulations require that a student maintain a minimum GPA of 2.00 in the courses comprising the minor program.

# Music

## Faculty

*Professors* Cheng, Klugherz

*Associate Professors* Cashman, Swain (*Chair*)

*Assistant Professor* Endris, Chase, Coluzzi

*Artists in Residence* Pilgrim (voice), Heyman (piano)

*Teachers of Applied Music* Campbell (flute; orchestra manager), Cashman (saxophone), Cleveland (violin, viola), Decock (piano), Ferlo (guitar), Haddock (voice), Hane (bassoon), Johns (drums), Kime (organ; staff accompanist), Klugherz (violin/viola), Koen (piano), MacDowell (clarinet), Meredith (trombone), Montalbano (jazz piano), Ogilvie (French horn), Pugh (bass, jazz bass), Sharpe (oboe), Stockham (jazz trumpet), Sweet (cello)

Many students come to Colgate with significant musical experience behind them, won through arduous and focused study. The fundamental aim of the curriculum in music is to develop that experience to its utmost potential. Performance ensembles and private instruction build directly on that experience, while classroom instruction introduces student musicians to important ideas, histories, and various cultures that inform and broaden that experience. Qualified students can choose to develop in ways that most interest them. Those who choose to major in music will find their development guided by a balanced program of performance and classroom studies. Graduating majors have gone on to graduate study in every area of music or have immediately entered careers in arts management, mathematics, medicine, law, business, sound engineering, and many other fields.

Another fundamental aim of the curriculum is to introduce students with little or no musical background into the world of music as part of Colgate's liberal arts program. These students should begin with MUSI 103, MUSI 111, MUSI 151, MUSI 161, or MUSI 221.

Upper-level courses divide into three groups: history, theory, and performance. The history courses are designed to give students an understanding of music through a study of composers and historical periods. The theory sequence teaches how music is put together and how to write it. The performance courses offer opportunities for students to engage in the art of performance and to gain credit in department-sponsored ensembles and private instruction.

Students with some musical background are encouraged to take MUSI 215 and MUSI 216 or MUSI 203 first. MUSI 215 and MUSI 216 can be taken in any order.

The music department offers extensive performing opportunities open to all qualified students regardless of major. The Colgate University Orchestra and Colgate University Choral Ensembles are the large performing organizations (auditions required). Performance opportunities are also offered in the Colgate Chamber Players (chamber music) and Colgate University Concert Jazz Ensemble. Private instruction in most instruments and in voice is available to students at an additional fee. All of these programs (except private instruction) may be elected on a credit or non-credit basis, and they are open to all Colgate students regardless of major.

The department recommends that students planning graduate work in musicology acquire background in foreign languages.

## Course Information

Course classifications:

History and Appreciation (H&A)  
Performance (PF)  
Theory (TH)

## Awards

*The Class of 1909 Music Prize* — awarded by the department to "the person who has, during the year, contributed the most to the advancement of the standards of musical performance on the campus."

*The Donald Lloyd Cotton '36 Endowed Prize* — established to recognize one or more outstanding student musician(s). Recipient(s) are eligible to submit a proposal for an additional grant that provides financial support for the furtherance of the student's music education. The grant may be used to cover expenses such as the purchase of musical instruments or relevant equipment, private music lessons, music research projects, summer music school, or music festival participation. Grants are awarded based on the merit of the written proposal, demonstrated musical talent, and participation in music department programs.

*The Felix Eyle Memorial Prize in Music* — awarded annually to an outstanding violin student at Colgate. The recipient is chosen by the faculty of the music department solely on the basis of talent, not financial need. The student will be featured during a normally scheduled concert.

*The Robert G. Ingraham Memorial Music Prize* — established as an annual award to the graduating senior who, in the judgment of the president, dean, chair of the Department of Music, and director of CSLI, did the most to promote and stimulate good music as an undergraduate by voluntary activity, leadership, performance, or participation in the band, orchestra, choir, glee club, or any other musical endeavor, individual or group.

*The Lorey Family Senior Music Prize* — established in 2012 by Evan Lorey and Paul Schupf, in memory of Wilhemine and Fred Lorey, and awarded annually to one or more senior majors in music. This award will benefit talented students who excel in the history, theory, and composition of music.

## Transfer or Advanced Placement Credit

May be given at the discretion of the department faculty to students who have completed music courses at other institutions or taken an AP exam in music.

## Honors and High Honors

Candidates for honors in music must

1. Have or exceed, by the time of graduation, a major GPA of 3.50 and an overall GPA of 3.20.
2. Complete an honors project (MUSI 470) with a grade of at least A–.
3. Pass a general examination in music history and theory.

Candidates for high honors in music must

1. Have or exceed, by the time of graduation, a major GPA of 3.80 and an overall GPA of 3.20.

2. Complete an honors project (MUSI 470) with a grade of at least A–.
3. Pass with distinction a general examination in music history and theory.

To elect MUSI 470, the candidate must provide the department chair with a written proposal for the project by April 15 for a fall-semester project or December 1 for a spring-semester project. The project should have as its outcome a thesis, a composition, or a recital. It is both approved in advance and graded by the entire department.

## Study Group

The Venice off-campus study group offers credit courses in music. For more information, see [Off-Campus Study](#).

## Music Major

For more information about the department, honors/high honors, transfer credit, etc., visit the [music department page](#).

## Major Requirements

The requirements for the major are as follows:

### Music Theory

All of the following:

- MUSI 203 - Harmony I (TH)
- MUSI 204 - Harmony II (TH)
- MUSI 301 - Criticizing Music (TH)

### Music History

All of the following:

- MUSI 215 - Music History I: Medieval through Baroque Periods (H&A)
- MUSI 216 - Music History II: Classic through Modern Periods (H&A)

### One of the Following

- MUSI 245 - Composition (TH)
- MUSI 302 - Composition in Historical Styles (TH)

### One of the Following

- MUSI 111 - The History of Rock (H&A)

- MUSI 161 - The History of Jazz (H&A)
- MUSI 221 - World Music (H&A)

## Elective

One elective course above the 100 level, excluding performance (PF) courses. However, MUSI 208 may serve as an elective.

## Performance Ensemble

All music majors must participate in one of the following performance ensembles through graduation: Colgate University Orchestra, Colgate University Chorus, Colgate Chamber Players, or Colgate Concert Jazz Ensemble. A minimum of four semesters is required, no exceptions for off-campus study.

## GPA Requirement

A music major must have a GPA of at least 2.00 in the above courses to graduate.

## Music Minor

For more information about the department, transfer credit, etc., visit the music department page.

## Minor Requirements

The requirements for the minor are as follows:

### Music Theory

Two courses:

- MUSI 203 - Harmony I (TH)
- MUSI 204 - Harmony II (TH)

### Music History

Two courses:

- MUSI 215 - Music History I: Medieval through Baroque Periods (H&A)
- MUSI 216 - Music History II: Classic through Modern Periods (H&A)

### One of the Following

- MUSI 221 - World Music (H&A)
- MUSI 111 - The History of Rock (H&A)
- MUSI 161 - The History of Jazz (H&A)

## Elective

One elective course above the 100 level, excluding performance courses. However, MUSI 208 may serve as an elective.

## Performance Ensemble

All music minors must participate in one of the following performance ensembles through graduation: Colgate University Orchestra, Colgate University Choral Ensembles, Colgate Chamber Players, or Colgate Concert Jazz Ensemble. A minimum of four semesters is required, no exceptions for off-campus study.

# Philosophy

## Faculty

*Professors* Dudrick, Kawall, McCabe, Meyer (*Chair*)  
*Associate Professors* J. Klein, Tumulty, Witherspoon  
*Assistant Professors* Blackman, Lennertz, Nisenbaum  
*Visiting Assistant Professor* Bulthuis  
*Lecturer* Pendleton

Philosophy is a central component of a liberal arts education. It raises fundamental questions about the nature of reality and the place of human beings within it. What is the nature of morality? What is free will and are human beings free? What is the relation between mind and body? What, if anything, can we know about the material world? Does God exist? What makes a state just? What makes for a good life?

In attempting to answer such questions, students of philosophy reflect on both their own responses to these questions and the ways in which past thinkers have defended their answers to them. The process of formulating and testing these answers requires education in logical analysis, reasoned argument, and analytic thinking. In acquiring such education within the philosophy curriculum, students develop their ability to solve problems and to think, read, and write critically — skills that are in high demand in a number of different professions. Philosophy majors go on to successful careers in law, consulting, finance, and medicine. Many have also embarked on academic careers.

But philosophy is about more than reflection and finding answers. As the love of wisdom, it is also a practice and a way of life, one characterized by openness to viewpoints other than one's own, a willingness to question both received opinions and one's own opinions, and a passionate concern to integrate thought and practice into a meaningful life.

The department offers a number of courses that serve as gateways to the practice of philosophy. These gateway courses are PHIL 101 - Introduction to Philosophical Problems; PHIL 111 - Ethics; and PHIL 121 - Political Philosophy. Prospective philosophy majors are especially encouraged to take PHIL 101 early in their course of study. Other courses at the 200 and 300 level are either courses in the history of philosophy or courses that focus on problems in specific areas of philosophy. Many of these courses do not have specific prerequisites and are open to all interested students.

There are two distinct major programs: philosophy and the joint major in philosophy and religion. The department does not offer a minor in philosophy and religion.

## Course Information

Course classifications:

Major Figures (MF)  
Metaphysics and Epistemology (M&E)  
Value Theory (VT)

## Awards

*The Balmuth Award for Philosophical Engagement* — established as an award in honor of Jerome Balmuth for the student who, in the judgment of the department, best exemplifies Jerry's love of philosophy and cultivation of philosophical community at Colgate.

*The M. Holmes Hartshorne Memorial Awards for Excellence* — established as an award for students who, in the judgment of the department, have performed exceptional work in philosophy and/or religion.

*The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy and/or Religion* — established as an award for a graduating senior, for achievement in the study of philosophy and/or religion and, depending on financial need, to assist the recipient with postgraduate study in philosophy, religion, or philosophy and religion at a recognized graduate or divinity school.

*The Raphael Lemkin Prize* — established to honor the memory of Raphael Lemkin (1901–1959), survivor of the Holocaust and professor on international law, who first coined the word "genocide" and who inspired the United Nations' Convention on Genocide. Awarded for the best essay dealing with an issue, principle, or concept related to Dr. Lemkin's concerns and reflecting his ideals, as determined by the chair of the department and/or the chair's appointed committee of three faculty members. All prize participants must read the biography of Raphael Lemkin provided to them by the department.

*The Robinson Essay Prize* — awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

## Advanced Placement

Advanced Placement credit is not offered. Placement into more advanced philosophy courses may be granted to incoming first-year students who have achieved a score of 6 or 7 on the higher-level International Baccalaureate (IB) Philosophy Exam.

## Transfer Credit

Transfer credit for graduation requirements may be awarded by the registrar on the basis of course syllabi and requirements and advice from the department. To assess transfer credit for major requirements, however, the same documents plus the student's written work in the course (i.e., exams, papers) must be submitted to the faculty adviser for evaluation. The department chair receives a recommendation and is responsible for deciding whether to award major credit. Normally no more than two transfer credits may count toward major or minor requirements. Seminar credit is not transferable.

## Honors

### Philosophy

A student who wishes to become a candidate for honors in philosophy or who wishes to become a candidate for honors in philosophy and religion by writing on a philosophical theme must seek the approval of a faculty adviser by presenting him or her with a substantial essay that could serve as the basis for an honors project. Normally this will be an essay written for a 300- or 400-level philosophy course, together with a plan for developing the original essay into an honors thesis. If the faculty member and the department's honors supervisor agree that the submitted essay shows promise of becoming a high-quality thesis, the student may register for PHIL 490 with a view to qualifying for honors.



The independent study should result in a senior thesis. Students writing a senior thesis will give an informal presentation of their work to students and faculty of the department. Students seeking honors must submit their theses to their advisers by the deadline set by the department. If a student's adviser judges the thesis to be of sufficient quality, the student will be invited to stand for honors. (Independent study students who are not invited to stand for honors will still be able to complete their senior theses.) Honors candidates will undergo an oral exam (the honors defense) conducted by the adviser and two additional faculty members during exam week. Ideally the honors defense becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. In addition an honors candidate must have a GPA of at least 3.40 in his or her major.

## Philosophy and Religion

Candidates for honors in Philosophy and Religion normally take an independent study (PHIL 490 or RELG 490) with their honors adviser during spring term of senior year. The honors thesis - a substantial piece of research, analysis, or critique - is turned in to the adviser several weeks before the end of the term. If the adviser and two other faculty readers decide that the thesis can stand for honors, the honors candidate meets with their adviser and the two other faculty readers - a committee consisting of Philosophy and Religion faculty - and fields questions: the honors defense. Ideally the question and answer session becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. No student can be awarded honors, however, who does not have at least a GPA of 3.40 in the Philosophy and Religion major.

## Study Group

During the spring semester the Department of Philosophy, in conjunction with the Department of Religion, offers a study group at the University of St. Andrews, Scotland's first university, founded in 1410. Other than the director's course, which is offered by a department member, students take courses of their choice from among those offered by the University of St. Andrews, at which they are enrolled for the semester. St. Andrews has a very fine philosophy department and it is a great advantage for majors in both philosophy and philosophy and religion to study there for a semester. The study group is also open to majors from other departments. See Off-Campus Study and Extended Study.

## Philosophy Major

For more information about the department, honors/high honors, transfer credit, etc., visit the philosophy department page.

## Major Requirements

A major in philosophy requires nine courses in philosophy, or ten if the philosophy major is a candidate for honors.

Though students may take as many 100- and 200-level courses as they wish, no more than three such courses will count towards the completion of the major. The lone exception is PHIL 225 Logic I, which can count towards the major in addition to three other 100- or 200-level courses. Though not strictly required of

all majors, PHIL 225, is nevertheless strongly recommended for all majors — especially for students contemplating graduate work in philosophy. Only one of the total number of courses may be an independent study.

Among the courses for the major, students must complete the following:

## Value Theory (VT) Elective

At least one upper-level course from the following:

- PHIL 312 - Contemporary Political Philosophy (VT)
- PHIL 313 - International Ethics (VT)
- PHIL 345/ALST 345 - Topics in African-American Philosophy (VT)
- PHIL 330 - Aesthetics and the Philosophy of Art (VT)
- PHIL 343 - Topics in Moral Theory (VT)
- PHIL 345 - Topics in African-American Philosophy (VT)
- A similar course approved by the chair

## Metaphysics and Epistemology (M&E) Elective

At least one upper-level course from the following:

- PHIL 320 - 20th-Century Analytic Philosophy (M&E)
- PHIL 335 - Contemporary Epistemology (M&E)
- PHIL 340 - Metaphysics (M&E)
- PHIL 341 - Philosophy of Mind (M&E)
- PHIL 342 - Philosophy of Language (M&E)
- PHIL 380 - Issues in Epistemology and Metaphysics (M&E)
- PHIL 381 - Issues in Epistemology and Metaphysics (M&E)
- A similar course approved by the chair

## Major Figures (MF) Elective

At least one course from the following, should be completed by the end of the junior year:

- PHIL 301 - Ancient Philosophy (MF)
- PHIL 302 - Modern Philosophy (MF)
- PHIL 303 - Medieval Philosophy (MF)
- PHIL 304 - Kant and German Idealism (MF)

Note: Students planning on pursuing honors should take two courses from Major Figures (MF).

## Philosophy Seminar

At least one seminar at the 400-level seminar courses, though students are strongly encouraged to take more than one seminar.

## GPA Requirement

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To qualify for graduation, a minimum grade of C is required in all courses taken toward the major/minor.

## Philosophy Minor

For more information about the department, transfer credit, etc., visit the philosophy department page.

### Minor Requirements

A minor in philosophy consists of five courses in philosophy. The structure of the minor can be specially designed in consultation with a student's adviser in philosophy, or it can have a basic structure of an introductory course (PHIL 101 is strongly recommended), a course in the Major Figures (MF): PHIL 301, PHIL 302, PHIL 303, PHIL 304, a 400-level seminar, and two electives.

## Philosophy: Philosophy and Religion Major

For more information about the department, honors/high honors, transfer credit, etc., visit the philosophy department page.

### Major Requirements

A major in philosophy and religion consists of ten courses, eleven for students seeking honors. At least five of these must be in philosophy and five must be in religion. At most one may be an independent study or two for students seeking honors.

Normally, the requirements for the major are satisfied by the following:

#### One of the Following

- PHIL 101 - Introduction to Philosophical Problems
- PHIL 111 - Ethics

#### One of the Following

- RELG 101 - The World's Religions
- RELG 102 - Religion and the Contemporary World

#### All of the Following

- PHIL 226 - Philosophy of Religion
- RELG 226 - Reason, Religion, and God
- RELG 352 - Theory and Method in the Study of Religion

#### One of the Following

- PHIL 335 - Contemporary Epistemology (M&E)
- PHIL 340 - Metaphysics (M&E)

## 400-level Seminar in Philosophy and Religion

- A 400-level seminar in philosophy and a 400-level course in religion, typically RELG 411 Senior Seminar in Religion

## Additional Courses

- Additional courses to complete the major should be taken at the 300- or 400-level.

# Religion

## Faculty

*Professors* Cushing, Frank, Hucks, Kepnes, Martin, Sindima, Vecsey (*Chair*)  
*Associate Professor* Reinbold  
*Assistant Professors* Abbas, Jassal, Sullivan  
*Visiting Assistant Professors* Eisenstat, Rudert, Topal  
*Senior Lecturer* Stahlberg

The Department of Religion at Colgate offers a program of study that challenges students to explore the role of religion across cultures and historical periods, and to think critically about the nature and expression of religiousness. Religion courses offer training in a unique combination of skills, including close textual analysis, direct observation, critical thinking, and cross-cultural understanding.

The department offers a variety of courses regarding diverse African, Buddhist, Christian, Hindu, Islamic, Jewish, and Native American traditions and scriptures. In addition to courses focused on particular traditions, the department also offers courses on the relationship between religion and issues of historic and contemporary importance, such as the environment, terrorism, medicine, gender, and the law.

The study of religion is necessarily interdisciplinary, making reflective use of the full variety of liberal arts methods. In addition, it engages related issues in philosophy, ethics, society, spirituality, science, gender, sexuality, arts, and politics. Thus, a major or minor in religion may serve as a natural complement to other majors. Students in the arts and humanities, for instance, will find that the study of religious texts and worlds affords them greater insight into literature and visual art. Some students may seek to make stronger interdisciplinary connections. In consultation with an adviser, students may elect to create a track through the religion major or minor that brings their work in religion into dialogue with their work in other departments or programs. Possible tracks include:

## Religion, Politics, and Law

The department offers courses that examine the intersection of religion and politics, past and present, explore the legal frameworks of a variety of religious traditions, and ask students to think about the role of ethics and morality in public life. Students interested in history, international relations, peace and conflict studies, or political science will find that a minor or second major in religion allows them a better understanding of many of the longstanding ideological conflicts that have shaped the contemporary world.

## Religion and Health

Students interested in the natural sciences who intend to enter the fields of medicine and health sciences will find that courses in religion equip them to evaluate the moral complexity of current scientific advances. A host of religion courses probe questions that are central to medicine and health: questions of body and soul, psychic states and mindfulness, sex and sexuality, life and death. These are treated in a variety of religious traditions, offering the pre-med student a comparative approach to health and healing.

The success of our graduates indicates that a major in religion provides excellent preparation for a number of careers, including education, government, journalism, finance, law, social work, and professional service in non-profit organizations and religious institutions.



## Awards

*The M. Holmes Hartshorne Memorial Awards for Excellence* — established as an award for students who, in the judgment of the department, have performed exceptional work in philosophy and/or religion.

*The M. Holmes Hartshorne Memorial Award for Postgraduate Study in Philosophy and/or Religion* — established as an award for a graduating senior, for achievement in the study of philosophy and/or religion and, depending on financial need, to assist the recipient with postgraduate study in philosophy, religion, or philosophy and religion at a recognized graduate or divinity school.

*The Raphael Lemkin Prize* — established to honor the memory of Raphael Lemkin (1901–1959), survivor of the Holocaust and professor on international law, who first coined the word "genocide" and who inspired the United Nations' Convention on Genocide. Awarded for the best essay dealing with an issue, principle, or concept related to Dr. Lemkin's concerns and reflecting his ideals, as determined by the chair of the department and/or the chair's appointed committee of three faculty members. All prize participants must read the biography of Raphael Lemkin provided to them by the department.

*The Robinson Essay Prize* — established in honor of Joseph Robinson and awarded on the basis of an essay written for a 200- or 300-level course in the department during the previous spring or fall semesters.

## Advanced Placement

Advanced Placement cannot be presumed since examinations in this area are not given

## Transfer Credit

Transfer credit for graduation requirements may be awarded by the registrar. Transfer of credit toward major or minor requirements requires prior written permission from both the registrar and the department. Normally no more than two transfer credits may count toward major or minor requirements. Seminar credit is not transferable.

## Honors

### Religion

All candidates for honors in religion who wish to write on a religious theme are required to take an advanced course in religion in the fall of the senior year. At the end of the course, the faculty member may recommend that a student's paper be reworked into an honors thesis.

In the spring of the senior year, candidates for honors normally take an independent study (RELG 490) with their honors adviser. The honors thesis — a substantial piece of research, analysis, or critique — is turned in to the adviser several weeks before the end of the term. If the adviser decides that the thesis can stand for honors, the honors candidate meets during exam week with his or her adviser and two other faculty readers and fields questions: the honors defense. Ideally the question and answer session becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. No student can be awarded honors, however, who does not have at least a GPA of 3.40 in his or her major.



## Philosophy and Religion

Candidates for honors in Philosophy and Religion normally take an independent study (PHIL 490 or RELG 490) with their honors adviser during spring term of senior year. The honors thesis - a substantial piece of research, analysis, or critique - is turned in to the adviser several weeks before the end of the term. If the adviser and two other faculty readers decide that the thesis can stand for honors, the honors candidate meets during exam week with his or her adviser and the two other faculty readers - a committee consisting of Philosophy and Religion faculty - and fields questions: the honors defense. Ideally the question and answer session becomes a forum for intellectual exchange between the student writer and the faculty readers. A student is awarded honors on the basis of both the quality of the written thesis and the conduct of the honors defense. No student can be awarded honors, however, who does not have at least a GPA of 3.40 in the Philosophy and Religion major.

## Study Groups

During the spring semester the Department of Religion, in conjunction with the Department of Philosophy, offers a study group at the University of St. Andrews, Scotland's first university, founded in 1413. Other than the director's course, which is taught by a Colgate faculty member, students take courses of their choice from among those offered by the University of St. Andrews, at which they are enrolled for the semester. The department has also organized extended study in Israel. For more information see Off-Campus Study and Extended Study.

## Religion Major

For more information about the department, honors/high honors, transfer credit, etc., visit the religion department page.

## Major Requirements

A major in religion consists of ten courses, a minimum of eight of which must be departmental courses. Only one of the total number of courses may be an independent study.

The requirements for the major are as follows:

### One of the Following

- RELG 101 - The World's Religions
- RELG 102 - Religion and the Contemporary World

### All of the Following

- RELG 352 - Theory and Method in the Study of Religion
- At least one 400-level course, typically RELG 411
- Seven electives, at least two of which must be at the 300 or 400 level.

## Additional Information

In consultation with the student's adviser and the department chair, a student may elect to count up to two Colgate courses from outside the program in religion for religion major credit. These courses may be in the study of a language, provided that the student has planned these courses in advance and in consultation with his or her adviser and the department chair. A student who has received approval from the registrar to transfer credit for a language course not taught at Colgate (e.g., Biblical Hebrew, Hindi, Sanskrit), may petition the chair for the approved transfer credit to count toward the major. Relevance to the student's program of study in religion must be demonstrated. Required Core courses cannot be counted toward religion requirements.

## GPA Requirement

For graduation, the religion department requires a minimum GPA of 2.00 in courses chosen to count toward the major.

## Religion Minor

For more information about the department, transfer credit, etc., visit the religion department page.

## Minor Requirements

A minor in religion consists of five courses in religion. Normally, no more than three courses at the 100 or 200 levels are permitted. The structure of the minor can be designed in consultation with the student's adviser. As RELG 101 - The World's Religions and RELG 102 - Religion and the Contemporary World provide excellent introductions to the study of religion; students are encouraged to take a 100-level RELG course in their first two years. The department strongly recommends that students undertaking the minor also take RELG 352 - Theory and Method in the Study of Religion.

## GPA Requirement

The religion department requires a minimum GPA of 2.00 in courses chosen to count toward the minor.

## Religion: Philosophy and Religion Major

For more information about the department, honors/high honors, transfer credit, etc., visit the religion department page.

## Major Requirements

A major in philosophy and religion consists of ten courses, eleven for students seeking honors. At least five of these must be in philosophy and five must be in religion. At most one may be an independent study or two for students seeking honors.

Normally, the requirements for the major are satisfied by the following:

## One of the Following

- PHIL 101 - Introduction to Philosophical Problems
- PHIL 111 - Ethics

## One of the Following

- RELG 101 - The World's Religions
- RELG 102 - Religion and the Contemporary World

## All of the Following

- PHIL 226 - Philosophy of Religion
- RELG 226 - Reason, Religion, and God
- RELG 352 - Theory and Method in the Study of Religion

## One of the Following

- PHIL 335 - Contemporary Epistemology (M&E)
- PHIL 340 - Metaphysics (M&E)

## 400-level Seminar in Philosophy and Religion

- A 400-level seminar in philosophy and a 400-level course in religion, typically RELG 411 Senior Seminar in Religion

## Additional Courses

- Additional courses to complete the major should be taken at the 300- or 400-level.

## Romance Languages and Literatures

### Faculty

*Professors* Gallucci, Luciani (*Chair*), Naughton, Plata, Rojas-Paiewonsky, Rugg  
*Associate Professors* Facchini, Julien, Riley, Stolova, Zegarra  
*Assistant Professors* Pérez-Carbonell  
*Visiting Assistant Professors* Bentivegna, Lee, Monsalve Carvajal  
*Senior Lecturers* Escudero Moro, Mejía-Barrera, Merklin, Ramakrishnan

The aim of this department is to provide students with a solid foundation in the languages, literatures, and cultures of the French-, Italian-, and Spanish-speaking worlds. Language courses work to improve students' abilities in speaking, comprehending, reading, and writing in French, Italian, or Spanish, while providing an introduction to culture. Structured in levels of increasing complexity, literature courses foster the improvement of analytical and critical skills, an enhanced aesthetic appreciation of works of literary art, and a broader understanding of linguistic and cultural diversity. Many of the courses offered in the department may be taken by students who do not plan to major in French or Spanish but who would like to maintain or develop their knowledge of these languages and cultures. Given the multi-cultural nature of the United States today, familiarity with a second language and culture will enhance a student's preparation for a career in any profession. Advanced study of Spanish or French (300 level and higher) makes the student eligible for the intimate contact with a foreign culture available through the department's study groups abroad. A major in French or Spanish can be particularly useful in the fields of law, business, international trade, journalism, education, and public administration.

The department offers majors and minors in both French and Spanish, but not in Italian. Courses counting toward these majors are conducted entirely in the appropriate language.

## Awards

*The Award for Excellence in French Studies* — awarded in recognition of consistently outstanding performance in French.

*The Award for Excellence in Italian Studies* — awarded in recognition of consistently outstanding performance in Italian.

*The Award for Excellence in Spanish Studies* — awarded in recognition of exceptional contributions to the life of the Spanish program within the Department of Romance Languages and Literatures.

*The Charles A. Choquette Memorial Prize* — established in honor of Charles Choquette, professor of French and Spanish from 1927 to 1967 and chair from 1953 to 1962. This prize is awarded to one or more students for excellence in French language and literature.

*David B. Jutten Prize for Romance Languages* — established in 1914 for a prize for excellence in Romance languages.

## Advanced Placement and Transfer Credit

University credit is automatically granted to entering students who achieve a score of 4 or higher on AP examinations in French language and Spanish language or literature. Major credit is granted for a score of 5.

The following course equivalents are established: In French, language grade of 4 = 202; language grade of 5 = 361. In Spanish, language grade of 4 = 202; language grade of 5 = 361; literature grade of 4 = 202; literature grade of 5 = 202, and exemption from a major credit at the 350 level.

Students with an AP language grade of 3 may take FREN 202 or SPAN 202 or higher. Students with an AP language or literature grade of 4 or higher must register at the 300 level to continue their study of French or Spanish. No more than two AP or transfer credits, or combination of the two, may be counted for a French or Spanish major or minor.

No more than one major or minor credit may be transferred from an approved program. To be accepted, such courses must be comparable in quality and scope to courses offered at Colgate. Students who hope to transfer a credit from an approved program must provide the department chair with documentation about the course for approval prior to enrolling in that program, and may be asked to present their work to the chair for evaluation upon return.

## Honors and High Honors

### French

Departmental honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.30. After selecting a topic and adviser, the student registers for FREN 490 during one of the semesters of the senior year and writes a paper of significant length and depth. The quality of the paper determines whether the student receives honors (A– or higher required).

Departmental high honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.70. After selecting a topic and adviser, the student registers for FREN 491 in the seventh term in order to compile a bibliography, gather materials, and begin the preparation of a thesis. The student then registers for FREN 490 in the eighth term in order to complete the thesis. The final version serves as the basis for an oral examination by three or more members of the faculty. The quality of the thesis and of the oral defense determines whether the student receives high honors (A or higher) or honors (A–).

A 490-course registration must be in addition to the minimum major requirement. The expected length of an honors paper or high honors thesis is established by the adviser in consultation with the department chair.

### Spanish

Departmental honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.30. After selecting a topic and adviser, the student registers for SPAN 490 during one of the semesters of the senior year and writes a paper of significant length and depth. The quality of the paper determines whether the student receives honors (A– or higher required).

Departmental high honors requires a cumulative GPA of 3.00 and an average in all major courses of 3.70. After selecting a topic and adviser, the student registers for SPAN 491 in the seventh term in order to compile a bibliography, gather materials, and begin the preparation of a thesis. The student then registers for SPAN 490 in the eighth term in order to complete the thesis. The final version serves as the basis for an oral examination by three or more members of the faculty. The quality of the thesis and of the oral defense determines whether the student receives high honors (A or higher) or honors (A–).

A 490-course registration must be *in addition* to the minimum major requirement. The expected length of an honors paper or high honors thesis is established by the adviser in consultation with the department chair.

## Study Groups

### France and Spain

Each spring the department sends a study group to the University of Burgundy in Dijon, France. In order to be eligible to participate, students must satisfactorily complete FREN 361 and one literature course at the 400 level.

The Spain Study Group operates in Santiago de Compostela and Madrid each fall semester. In order to be eligible, a student must satisfactorily complete at least one 350-level survey and SPAN 361.

The study group experience is an integral part of the French and Spanish programs, and all qualified majors are expected to participate. Preference is given to majors and minors, but qualified non-majors are encouraged to apply.

The department has established the following policies for its study groups in Dijon and Madrid: two credits toward the French or Spanish major or minor may be earned; students must register for a full load of courses; students may not take a fifth course; all courses must be taken for a standard letter grade. Only in unusual circumstances will the department chair grant exceptions to these rules.

### Italy

Several university departments, including the Department of Romance Languages and Literatures, collaborate in organizing the Venice Study Group. Basic Italian language knowledge required for application. Eligibility may also be gained in other ways.

For more information, see Off-Campus Study.

### La Casa Pan-Latina Americana

Students have an additional opportunity for language and cultural study through residence in La Casa Pan-Latina Americana. The house provides a focal point for Latino students and a way for other students to share cultural knowledge and language skills.

## Language Placement Regulations

Students wishing to continue a Romance language studied in secondary school should register for the appropriate courses indicated by the prerequisites. For help determining placement see Language Placement or Course Descriptions. Credit will not be granted to a student taking a course at a lower level than a course for which the prerequisites have been completed. Written permission from the department chair is required for an exception to this regulation. In all matters of language placement, the department makes the final determination.

## French Major

For more information about the department, honors/high honors, transfer credit, etc., visit the Romance languages and literatures department page.

### Major Requirements

A major in French is a program of study of French language and literature. It consists of a minimum of eight courses at the 300 and 400 levels. It must include FREN 361, and five 400-level literature courses. Students majoring in French must take two courses at the 350 level before enrolling in a 400-level literature course. Exceptions to this rule can be made only with the approval of the department chair. The 400-level courses are divided into the following categories: French: Pre-1800 (category 1) and Post-1800 (category 2).

Independent study courses are permitted only when the above distribution requirements are met. FREN 490 is open only to candidates who are studying independently for honors. Majors who qualify are strongly encouraged to participate in the France Study Group.

French majors must take at least two courses in each category. FREN 401 may be counted toward the French major but may not fulfill the requirement for any category.

#### Pre-1800 (category 1)

- FREN 421 - The Baroque and Classic Theater in France
- FREN 423 - The 18th-Century Epistolary Novel in France
- FREN 425 - Libertine Fiction of the French 18th Century
- FREN 427 - Literature of the Renaissance
- FREN 429 - The Age of Enlightenment
- FREN 431 - Molière and La Fontaine
- FREN 433 - The Court of Louis XIV
- FREN 469 - Topics in French Literature (Study Group)
- FREN 481 - Major French Authors

#### Post-1800 (category 2)

- FREN 430 - Literature of Adventure and Quest
- FREN 441 - Readings in French Poetry I
- FREN 443 - Readings in French Poetry II
- FREN 445 - 20th-Century French Autobiography
- FREN 447 - The French Novel in the Romantic Period
- FREN 449 - The Realist and Naturalist Novel
- FREN 450 - 20th-Century French Literature
- FREN 453 - Contemporary French Literature
- FREN 455 - Francophone Voices from North Africa
- FREN 482 - Major French Authors
- FREN 485 - Words into Paintings: Paintings into Words

## Regulations

The following regulations apply:

1. With some restrictions, only 300- and 400-level courses in language and literature may be counted.
2. FREN 361 may be taken for major credit *on campus only*. An exception is made for students who have received credit for this course by scoring 5 on the AP language exam.
3. A student who has completed a 400-level course may not take a 350-level survey course.
4. No course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C); all departmental courses taken in the major are used to calculate this average.
5. No more than two departmental courses counting toward a major or may be taken in any one term. Exceptions to this rule can be made only under very unusual circumstances and with the approval of the department chair.

## French Minor

For more information about the department, transfer credit, etc., visit the Romance languages and literatures department page.

## Minor Requirements

A minor in French consists of a minimum of six courses at the 300 and 400 levels. In French this must include FREN 361, two courses at the 350 level (taken before enrolling in a 400-level literature course), and a minimum of three 400-level literature courses, excluding FREN 401, with at least one course taken from each of the two categories listed, under French Major.

Students with minors in French are strongly encouraged to apply for the France Study Group.

## Regulations

The following regulations apply:

1. With some restrictions, only 300- and 400-level courses in language and literature may be counted.
2. FREN 361 may be taken for minor credit *on campus only*. An exception is made for students who have received credit for this course by scoring 5 on the AP language exam.
3. A student who has completed a 400-level course may not take a 350-level survey course.
4. No course with a grade of less than C– is credited toward a minor. For graduation, the minimum GPA required in courses counting toward a minor is 2.00 (C); all departmental courses taken in the minor are used to calculate this average.
5. No more than two departmental courses counting toward a minor or may be taken in any one term. Exceptions to this rule can be made only under very unusual circumstances and with the approval of the department chair.

## Spanish Major

For more information about the department, honors/high honors, transfer credit, etc., visit the Romance languages and literatures department page.



## Major Requirements

A major in Spanish is a program of study of Hispanic language and literature. It consists of a minimum of eight courses at the 300 and 400 levels. It must include SPAN 361, and five 400-level literature courses. Exceptions to this rule can be made only with the approval of the department chair. The 400-level courses are divided into the following categories: Spanish: Pre-1900 (category 1) and Post-1900 (category 2).

Independent study courses are permitted only when the above distribution requirements are met. SPAN 490 is open only to candidates who are studying independently for honors. Majors who qualify are strongly encouraged to participate in the Spain Study Group.

### Pre-1900 (category 1)

Spanish majors must take at least two courses from category 1.

- SPAN 460 - Spanish Renaissance and Baroque Poetry
- SPAN 461 - Theater of the Golden Age
- SPAN 462 - Cervantes' Don Quijote
- SPAN 465 - 19th-Century Spanish Literature
- SPAN 466 - Colonial Latin American Literature
- SPAN 467 - Latin American Romanticism
- SPAN 468 - Visions and Re-visions of the Spanish Conquest: An Interdisciplinary Perspective
- SPAN 476 - Linguistic History of Spain
- SPAN 481 - Major Hispanic Authors
- SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises

### Post-1900 (category 2)

- SPAN 472 - From the Generation of '98 to the Contemporary Period
- SPAN 473 - The Spanish Contemporary Novel: From Censorship to Democracy
- SPAN 475 - Spanish as a Global Language
- SPAN 477 - Women Writing in Latin America
- SPAN 478 - Literature of the Caribbean
- SPAN 479 - Contemporary Latin American Literature
- SPAN 482 - Major Hispanic Authors
- SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises
- SPAN 484 - Hispanic Writers and the Spanish Civil War
- SPAN 485 - Latin American Novels Before the Boom (1910-1950)

## Regulations

The following regulations apply:

1. With some restrictions, only 300- and 400-level courses in language and literature may be counted.
2. SPAN 361 may be taken for major credit *on campus only*. An exception is made for students who have received credit for these courses by scoring 5 on the AP language exam.
3. A student who has completed a 400-level course may not take a 350-level survey course.

4. No course with a grade of less than C– is credited toward a major. For graduation, the minimum GPA required in courses counting toward a major is 2.00 (C); all departmental courses taken in the major are used to calculate this average.
5. No more than two departmental courses counting toward a major or may be taken in any one term. Exceptions to this rule can be made only under very unusual circumstances and with the approval of the department chair.

## Spanish Minor

For more information about the department, transfer credit, etc., visit the Romance languages and literatures department page.

## Minor Requirements

A minor in Spanish consists of a minimum of six courses at the 300 and 400 levels. The Spanish minor must include SPAN 361, and at least three 400-level literature courses, including at least one course from category 1. No independent study courses may be credited toward the minor.

Students with minors in Spanish are strongly encouraged to apply for the Spain Study Group.

## Regulations

The following regulations apply:

1. With some restrictions, only 300- and 400-level courses in language and literature may be counted.
2. SPAN 361 may be taken for minor credit *on campus only*. An exception is made for students who have received credit for these courses by scoring 5 on the AP language exam.
3. A student who has completed a 400-level course may not take a 350-level survey course.
4. No course with a grade of less than C– is credited toward a minor. For graduation, the minimum GPA required in courses counting toward a minor is 2.00 (C); all departmental courses taken in the minor are used to calculate this average.
5. No more than two departmental courses counting toward a minor or may be taken in any one term. Exceptions to this rule can be made only under very unusual circumstances and with the approval of the department chair.

## Theater

### Faculty

*Professor A. Giurgea*  
*Associate Professor DuComb, Sweeney (Chair)*  
*Visiting Assistant Professor Avaunt, Ntokozo*  
*Senior Lecturer S. Giurgea*

Theater predates recorded history and remains a vital mode of artistic expression in the modern world. The Department of Theater educates students in the interdisciplinary practice of theater through required courses in acting, directing, stagecraft, and stage design, as well as elective courses in playwriting, screenwriting, and dance. Students also study theater as a social and cultural institution through courses in theater history and dramatic literature. Each semester, the department mounts a major production in the University Theater, directed either by a member of the theater faculty or a distinguished guest artist. Theater courses and University Theater productions are open not only to theater majors and minors but to all students on campus.

Theater students at Colgate learn by doing in the intellectually and physically rigorous environment of studio courses, rehearsals, and public performances. The curriculum transcends the artificial split of mind and body, encouraging students to develop skills in both logic and intuition that apply to any field of endeavor. A major or minor in theater fosters students' ability to read closely, think critically, and communicate clearly -- not only through speech and writing, but also through embodied presence. Students of theater are trained to integrate analytical, physical, emotional, and interpersonal intelligence in a way that few other courses of study demand.

By making and studying theater, Colgate students act out a variety of perspectives on the world, learning to problem solve and self-start through immersion in the challenges of the creative process. Students have opportunities both to lead and to collaborate. Graduates regularly pursue successful careers not only in theater but also in communications, media, business, law, and technology. Students interested in majoring or minoring in theater should discuss their plans with an adviser, and consider courses in music, art and art history, film and media studies, English, foreign languages and cultures to complement their theater education.

## Awards

*The Howard W. and Anne T. Pike Memorial Prize*—awarded annually to a graduating senior for outstanding achievement and contribution to the University Theater program.

## Advanced Placement

The department does not award Advanced Placement credit.

## Transfer Credit

Because transferred courses must conform in content and rigor to Colgate's curriculum, students intending to take a course in theater at another institution must meet with the department chair before enrolling in a course at another institution. Transfer credit for a theater course taken at another college or university will be

granted only by the approval of the department. The department chair grants preliminary approval for appropriate courses, which generally must resemble 300- or 400-level courses at Colgate. Upon return to campus, the student brings the course syllabus, all papers written for the course, and a transcript registering its completion to the transfer-credit adviser to receive final approval. No more than two courses (in the case of a minor, one course) may be transferred for major credit. Students may not use a transferred course to fulfill the 400-level seminar requirement of the major.

## Honors and High Honors

Seniors with an average GPA of 3.5 or above in courses counted toward the Theater major may apply to pursue an honors project. The application process for honors will be discussed in THEA 495 - Senior Seminar in Theater. Proposals for honors projects should build on the student's previous work in the Theater major. Proposals are normally due in October and must be approved by the Theater faculty.

Students pursuing an honors project are enrolled in THEA 496 - Special Studies for Honors Candidates in Theater, during the spring term of their senior year. This course will ordinarily take the form of an independent study with the supervisor of the student's honors project. THEA 496 must be taken in addition to THEA 495 and to the minimum number of courses required for the Theater major. Students must complete their honors projects by a date specified by the Department of Theater. If the Theater faculty approves a completed project for honors, the student receives a grade in THEA 496. If a student withdraws from the program, or if the final project is not approved for honors, THEA 496 is converted to THEA 491 - Independent Study, and a grade is assigned by the student's faculty supervisor. Students are awarded high honors on the basis of the quality of their chosen artistic project, thesis, and the oral presentation.

Students with further questions should contact the chair of the Department of Theater.

## Preparation for Graduate Study

Students interested in graduate study should consult with their advisers and the department chair early in their programs to be advised about preparation for advanced work. The department also designates special advisers to meet with students interested in graduate work, and informational meetings are held to help juniors and seniors plan their applications for fellowships and graduate admission.

## Theater Major

For more information about the department, honors/high honors, transfer credit, etc., visit the theater department page.

### Major Requirements

The minimum of nine courses must include the following:

#### Acting and Directing

All of the following:

- THEA 254 - Basic Acting (should be completed by the end of the sophomore year.)
- THEA 354 - Basic Directing

## Theater History and Dramatic Literature

Two courses (one of these courses should be completed by the end of sophomore year):

- THEA 266/ ENGL 266 - Introduction to Drama (THEA 211/ENGL 211 may be substituted for THEA 266 with permission of the department chair)
- THEA 267/ ENGL 267 - Modern Drama

## Stagecraft and Design

Two courses (one of these courses should be completed by the end of sophomore year):

- THEA 250 - Stagecraft
- Choose one of the following:
- THEA 252 - Scenic Design
  - THEA 253 - Costume Design

## Electives

Two additional full-credit courses (or the equivalent of two full credits):

- THEA 252 - Scenic Design
- THEA 253 - Costume Design
- THEA 257 - Workshop in Children's Theater
- THEA 259 - Performance I
- THEA 321/ENGL 321 - Shakespeare
- THEA 322/ENGL 322 - Shakespeare
- THEA 332 - Theater and Performance: London and the International Stage (Study Group)
- THEA 350 - Theater Practicum
- THEA 351/ENGL 351 - American Theater
- THEA 353 - Theater Play and Improvisation
- THEA 355 - Advanced Acting
- THEA 356 - Playwriting
- THEA 358 - Narrative Screenwriting
- THEA 359 - Performance II: Devised Theater Workshop
- THEA 363 - Narrative Improvisation and Storytelling: Gateway into Theater
- THEA 454 - Advanced Directing
- THEA 458/ENGL 458 - Shakespeare's Contemporaries
- THEA 491 - Independent Study
- THEA 496 - Special Studies for Honors Candidates in Theater
- With the permission of the director of the department chair, drama courses in other languages, selected courses in art and art history (such as ARTS 221, ARTS 287, and ARTS 322), and selected courses in music may also count towards the theater major.



## Senior Seminar

- THEA 495 - Senior Seminar in Theater

## Backstage or Technical Work

A total of 40 hours of backstage or technical work beyond what is required in any theater courses. The first 20 hours must be completed by the end of junior year and no more than 20 hours may be completed in a single semester.

## University Theater Production

Participation in at least one University Theater production as a performer, dramaturg, designer, stage manager, assistant director, or in another capacity, as approved by the director of the theater program.

## GPA Requirement

A minimum GPA of 2.00 is required in all courses counted toward the theater major.

## Theater Minor

For more information about the department, transfer credit, etc., visit the theater department page.

## Minor Requirements

The minimum of five courses must include the following:

### Acting

- THEA 254 - Basic Acting

### Theater History and Dramatic Literature

One course from the following:

- THEA 266/ENGL 266 Introduction to Drama (Note: THEA 211/ENGL 211 may be substituted for THEA 266 with permission of the department chair)
- THEA 267/ENGL 267 Modern Drama

### Stagecraft or Design

One course from the following:

- THEA 250 - Stagecraft
- THEA 252 - Scenic Design

- THEA 253 - Costume Design

## Electives

One additional full-credit course (or the equivalent of one full credit) from a list of approved electives:

- THEA 211/ENGL 211 Tragedy and the Tragic Vision
- THEA 252 - Scenic Design
- THEA 253 - Costume Design
- THEA 257 - Workshop in Children's Theater
- THEA 259 - Performance I
- THEA 321/ENGL 321 - Shakespeare
- THEA 322/ENGL 322 - Shakespeare
- THEA 332 - Theater and Performance: London and the International Stage (Study Group)
- THEA 349/ENGL 349 - Global Theater
- THEA 349 - Global Theater
- THEA 350 - Theater Practicum
- THEA 351/ENGL 351 - American Theater
- THEA 353 - Theater Play and Improvisation
- THEA 355 - Advanced Acting
- THEA 356 - Playwriting
- THEA 358 - Narrative Screenwriting
- THEA 359 - Performance II: Devised Theater Workshop
- THEA 454 - Advanced Directing
- THEA 458/ENGL 458 - Shakespeare's Contemporaries
- THEA 491 - Independent Study
- With the permission of the director of the department chair, drama courses in other languages, selected courses in art and art history (such as ARTS 221, ARTS 287, and ARTS 322), and selected courses in music may also count towards the theater major.

## Senior Seminar

- THEA 495 - Senior Seminar in Theater

## Backstage or Technical Work

A total of 20 hours of backstage or technical work beyond what is required in any theater courses. The first 10 hours must be completed by the end of junior year.

## GPA Requirement

A minimum GPA of 2.0 is required in all courses counted toward the theater minor.



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# Division of Natural Sciences and Mathematics

*Director E. Nolen*

Students may consider a natural science topical major if they wish to focus their studies in disciplinary or interdisciplinary areas not encompassed by approved majors. Students may complete a topical major in marine science — freshwater science or develop their own topical major. Requirements for the marine science — freshwater science topical major appear below under Natural Science.

Students pursuing an individualized major must first discuss a possible program of study with an appropriate academic adviser, and then provide the division director with the proposed program and a rationale for this program no later than the student's fifth term at Colgate.

The major comprises at least 10 courses that closely relate to a common theme and are complementary. Normally, eight courses must be major courses in departments within the Division of Natural Sciences and Mathematics. Five or more of these courses must be at the 300 or 400 level, and at least one must be a non-independent study, 400-level course in a science department. An overall GPA of at least 2.00 is required for the courses chosen to meet major requirements.

The Division of Arts and Humanities houses the departments/programs listed below:

## Physical Science Major

*Adviser M.E. Parks*

Students taking courses in chemistry, mathematics, and physics who do not wish to major in only one of them should consider a physical science interdisciplinary major.

For more information about the division, honors/high honors, transfer credit, etc., visit the natural science and mathematics division page.

## Major Requirements

Students who receive Colgate credit, either through advanced placement or through transfer credit, for any courses that would normally count toward the major are allowed to apply that credit toward the major.

Students who place into a higher-level course without receiving credit for the introductory course will be required to take another course in order to bring the total number of courses taken in the major to thirteen. The alternative course need not be in the same department as the one exempted, but it must be at the 200, 300, or 400 level. CHEM 101 and CHEM 102 may be replaced by CHEM 111 without requiring an additional course.

The major consists of thirteen courses divided among the three subjects (chemistry, math, and physics) as follows:

## Required Courses

Because these eight courses are pre-requisites for the additional courses below, it is recommended that students try to complete these by the end of the sophomore year.

- CHEM 101 - General Chemistry I
- CHEM 102 - General Chemistry II
- MATH 161 - Calculus I
- MATH 162 - Calculus II
- MATH 163 - Calculus III
- PHYS 131 - Atoms and Waves
- PHYS 232 - Introduction to Mechanics
- PHYS 233 - Introduction to Electricity and Magnetism

## Additional Courses

Students also complete five more courses, which must be approved by the major adviser:

- One must be a chemistry course
- One must be a physics course
- Three must be at the 300 level or higher

## Biology

### Faculty

*Professors* Belanger, Frey, Fuller, Hoopes, McCay, McHugh,  
*Associate Professors* Ay, Cardelús, Hagos, Holm, Ingram (*Chair*), Meyers, Watkins  
*Assistant Professors* Jimenez, Taye, Van Wynsberghe  
*Visiting Assistant Professors* Mohan, Tanis  
*Laboratory Instructors* LaFave, Schult

A major in biology is the traditional undergraduate preparation for students planning to pursue career interests in the biological or health-related sciences. Although the majority of majors ultimately pursue careers in the life sciences, a significant number of individuals with other career interests choose the major within the liberal arts context. The department's majors are found today in positions of responsibility in many fields outside the life sciences, including business, theology, law, and the performing arts. Biology majors who are interested in pursuing a career in elementary or secondary school teaching should refer to Educational Studies.

Students expecting to attend graduate or professional schools are reminded that these schools frequently recommend or require calculus, statistics, computer science, chemistry (typically through organic), and a year of physics as cognates to the biology major.

## Awards

*The Oswald T. Avery Award* — awarded by the department in honor of Dr. Oswald T. Avery, who graduated in the class of 1900 and subsequently made major research discoveries in molecular biology at the Rockefeller Institute. The award is given each year to one or more senior majors in molecular biology chosen by the faculty on the basis of academic achievement, academic development, research project, and departmental service.

*The Raymond J. Myers Award* — awarded by the department in honor of Professor Raymond J. Myers, who taught biology at Colgate from 1934 to 1972. The award is given each year to one or more senior majors in biology chosen by the faculty on the basis of academic achievement, academic development, research project, and departmental service.

*The Christopher Oberheim Memorial Award* — established as an award for a biology student chosen by the faculty on the basis of showing great promise in research, as evidenced by previous work.

## Advanced Placement Policy

An incoming student who submits an AP grade of 4 or 5 will receive credit for BIOL 101. This course can be counted as a 100-level elective course. Students with AP credit are encouraged to enter the department's curriculum with BIOL 181 or BIOL 182.

## Honors and High Honors

With the approval of his or her instructor in a course numbered BIOL 470 or higher, a student may be allowed to stand for honors or high honors in the department. Honors in biology requires an overall GPA of

3.30 in courses counted toward the major, an oral presentation to the department, a review paper, and a research paper submitted to the research adviser based on at least one term of research in a course numbered BIOL 470 or higher. High honors requires an overall GPA of 3.60 in courses counted toward the major, an oral presentation to the department on the student's research, and a two-chapter thesis submitted to the biology department based on at least two terms of research in biology courses numbered BIOL 470 or higher, or their equivalent. The awarding of honors and high honors will be decided by the faculty in consultation with the adviser and will be based on the quality of the research project, the thesis, and the oral presentation. Research projects submitted for honors or high honors must be carried out on campus or on the NIH study group.

A student may be allowed to stand for honors or high honors in the department following approval of their research adviser. Both honors and high honors in biology require an overall GPA of 3.30 in courses counted toward the major, a demonstrated deep commitment to research in biology, an oral presentation to the department, a review paper, and a research paper submitted to the research adviser and two committee members. The research project evaluated for honors must be based on at least one (honors) or two (high honors) semesters or summers of research. The awarding of honors and high honors will be decided by the faculty in consultation with the adviser and honors committee and will be based on the demonstrated commitment to research and the quality of the research project, the thesis, and the oral presentation. Research projects submitted for honors or high honors must be carried out on campus or on the NIH study group.

## International Exam Transfer Credit

Transfer credit may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

## Transfer Credit

A maximum of two biology course credits transferred from other institutions may be applied toward major requirements. Students who intend to transfer a course must supply the department chair with a course description and a course syllabus for evaluation prior to taking the course. Students transferring to Colgate with upper-class standing may petition the department for permission to transfer a third course. Courses taken on Colgate Study Groups are approved in the same manner as other non-Colgate courses, but they are not included in the total transfer credit limit. Courses transferred into the major from other institutions cannot be counted toward the lab-course requirement.

## Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in biology who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

## Related Majors

### Molecular Biology

The major in molecular biology is designed for students who are interested in biology at the molecular level and who wish to take courses in both biology and chemistry. For further information, contact Professors Belanger, Hagos, Holm, Hoopes, Meyers, Taye, or Van Wynsberghe. Program requirements are described under Molecular Biology Major.

### Environmental Biology

This major is affiliated with the Environmental Studies Program (ENST) and is designed for students interested in biology and the environment. For further information, contact Professors Cardelús, Frey, Fuller, Ingram, McCay, or Watkins. Program requirements are described under Environmental Biology Major.

### Natural Sciences, Topical Concentration: Marine Science - Freshwater Science Major

This topical major is offered with the cooperation of the geology department through the Division of Natural Sciences and Mathematics. This program is particularly applicable for students who wish to take courses in both biology and geology. For further information, contact Professors Fuller or McHugh. Program requirements are described under Natural Sciences, Topical Concentration: Marine Science - Freshwater Science Major.

### Mathematical Systems Biology Minor

This minor is affiliated with the Department of Mathematics and is designed for students interested in how mathematics can be applied to the study of living systems. For further information, contact professors Ay, McCay, or Robertson. Minor requirements are described under Mathematical Systems Biology Minor.

### Other majors and minor

Certain courses in biology count toward majors in biochemistry, geology, and neuroscience, and the geology minor. (See chemistry, geology, and psychology listings in this chapter.)

## Study Groups

### Australia Study Group (fall term)

An opportunity for junior majors in environmental biology to expand their environmental studies at the University of Wollongong, one hour south of Sydney.

### Australia Study Group (spring term)

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An opportunity for junior science majors to study at the University of Wollongong, one hour south of Sydney.

## **NIH Study Group (fall term)**

An opportunity for juniors and seniors interested in careers in the biomedical sciences to spend a research-intensive semester at the National Institutes of Health in Bethesda, Maryland.

## **Singapore Exchange (fall term)**

An opportunity for sophomore and junior natural science majors to study at the National University of Singapore while being immersed in the rich culture and history of Southeast Asia.

## **Wales Study Group (spring term)**

An opportunity for junior science majors to study at Cardiff University.

The biology department also offers international extended study courses and encourages participation in Colgate approved off-campus study programs.

For more information, see Off-Campus Study.

## **Biology Major**

The Department of Biology offers a major program designed to provide students with a common conceptual foundation through two required courses and an opportunity to pursue breadth and specialization through an extensive selection of elective course offerings, seminars, and research tutorials. Questions about requirements may be directed to the department chair.

For more information about the department, honors/high honors, transfer credit, etc., visit the biology department page.

## **Requirements**

Students must complete for credit a minimum of nine courses in the department, plus CHEM 101-CHEM 102 (or CHEM 111). It is strongly recommended that chemistry requirements be taken in the first year, concurrently with beginning biology courses. A biology major can begin the program either by taking a topic-based course (BIOL 101-BIOL 102) or by enrolling in one of the two 180-level courses required for the major (see below).

All majors are required to take BIOL 181 - Evolution, Ecology, and Diversity; and BIOL 182 - Molecules, Cells, and Genes. BIOL 182 is generally taken during the second semester of the first year or during the sophomore year because it requires CHEM 101. Students must complete BIOL 181 and BIOL 182 and their credit-bearing laboratory components with a minimum grade of C- to proceed with major requirements.

All majors must also take at least one process-oriented course numbered BIOL 201-BIOL 206 and the accompanying lab. These courses immerse students in the process by which biologists ask questions and communicate new information, and completing any one such course serves as a gateway to all courses

numbered 330 or higher within the major. The 200-level course requirement is typically completed in the sophomore year. Normally, these 200-level courses require completion of both BIOL 181 and BIOL 182.

Students are also required to complete a one-credit research experience. Normally, this will be satisfied with a research tutorial (a course numbered BIOL 470-490). Research at the National Institutes of Health (NIH) as part of the Colgate Study Group (BIOL 393 and BIOL 493) may also be used to satisfy this requirement. With prior approval by the biology department, a senior-level independent study course or capstone experience in another department may be used to fulfill the research requirement.

The remainder of the nine biology courses required for the major can be selected from any of the elective courses offered in the department (excluding BIOL 291, BIOL 391, and BIOL 491); at least four of these courses must be at the 300 level or above, and two of those must have a required lab component. No more than four courses at the 100 or 200 level may count toward the nine courses required for the major. Only one course numbered BIOL 470 or higher can be counted toward the nine courses. The elective courses are found listed as biology 300- and 400-level courses; GEOL 215 also serves as an elective biology course.

Biology majors are strongly encouraged to attend biology seminars that are held approximately biweekly each semester. Students enrolled in biology courses numbered 470 or higher are expected to attend all biology seminars during the term of enrollment.

## Biology Minor

For more information about the department, transfer credit, etc., visit the Biology department page.

### Minor Requirements

A student may plan a minor program in biology in consultation with a member of the department staff. Such a program consists of five biology courses, of which only one can be numbered BIOL 102 or lower.

The policies regarding minimum grade requirements established for a major apply to the minor program as well.

A student entering Colgate as a first-year student may apply for transfer credit toward the minor for one course taken at another institution. A student transferring from another institution with junior or senior standing may petition for transfer credit for a second course toward the minor.

## Molecular Biology Major

*Director B. Hoopes*

This program is intended for students who are interested in biology at the molecular level and who wish to take several courses in both biology and chemistry. Interested students should see biology professors Ay, Belanger, Hagos, Holm, Hoopes, Meyers, Taye, or Van Wynsberghe.

Students seeking honors or high honors in the major should follow the guidelines set forth for the Biology majors.

For more information about the department, honors/high honors, transfer credit, etc., visit the biology department page.

### Major Requirements

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Course requirements are described below.

## Biology

### All of the Following

Completed with a minimum grade of C–:

- BIOL 181 - Evolution, Ecology, and Diversity
- BIOL 182 - Molecules, Cells, and Genes
- One biology research course numbered 470 or higher

### Process of Biology

One course from the following:

- BIOL 202 - Genetics
- BIOL 204 - Molecular Biology
- BIOL 205 - Cell Biology

## Chemistry

### General Chemistry Option

The following two courses:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L

or, if eligible, the following course may be substituted for the above sequence:

- CHEM 111 - Chemical Principles and CHEM 111L

### All of the Following

- CHEM 263 - Organic Chemistry I
- CHEM 264 - Organic Chemistry II
- CHEM 353 - Proteins and Nucleic Acids

## Three Electives

One elective can be at any level. Of the two remaining electives, one must be numbered 300 or higher and one must be numbered 330 or higher. One of these two 300-level courses must have a laboratory component. Only one research-based course numbered 470 or higher can count toward the major.

Molecular Biology Electives

## Cognate Courses

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This PDF is an extract of the full online catalogue as of August 1, 2018. Therefore, there may be some differences with the live web pages and links or other interactive content will not work.

## Math or Computer Science Course

- one course in mathematics or computer science (except COSC 100 or COSC 150). The math course requirement may be met by taking BIOL 320 - Biostatistics.

## Physics Sequence

- PHYS 111 - Fundamental Physics I and PHYS 111L
- PHYS 112 - Fundamental Physics II and PHYS 112L  
or
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Introduction to Electricity and Magnetism and PHYS 233L

# Chemistry

## Faculty

*Professors* Geier, Nolen, Shen, Woods  
*Associate Professors* Chianese (*Chair*), Gogel  
*Assistant Professors* Keith, Muller, Perring  
*Visiting Assistant Professors* Goldberg, Mahendran, Zaleski  
*Laboratory Instructors* Chanatry, Jue  
*Lecturer* Hough

A major in chemistry or biochemistry is suitable for students who wish to prepare for careers in the chemical profession or in the related fields of life, health, or earth sciences. Many graduates go on to post-graduate programs in biochemistry, chemistry, chemical physics, pharmacology, medicine, dentistry, or veterinary medicine. Recent chemistry and biochemistry students have also pursued careers in law, business, teaching, and other fields.

## Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in chemistry who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

## Awards

*The Haskell Schiff Memorial Prize* — given to the member of the first-year class who seems to show the most promise for a career in physical chemistry.

*The Edwin Foster Kingsbury Prizes* — established as an annual award to those students whose performance and promise is judged by the department to be the most outstanding during the year of the award.

*The Lawrence Chemical Prizes* — established in honor of G.O. Lawrence of Buenos Aires by Dr. Joseph Frank Gregory, professor of chemistry 1883–1929, and awarded to two students for excellence in chemistry. The Elmer R. Trumbull Endowment, established in 1985 through the generosity of Elmer R. Trumbull, Professor of Chemistry at Colgate University, supports the Lawrence Prize.

*The Gregory Fellowship in Chemistry* — awarded annually to a member of the graduating class or to an alumnus of not more than two years' standing, who is considered most worthy. The holder of this fellowship shall continue the study of chemistry for the doctoral degree and may be reappointed annually until receiving the degree; however, he/she shall not, ordinarily, hold the fellowship more than three years.

*The Roy Burnett Smith Prize in Chemistry* — established in 1959 in honor of the late Professor Roy B. Smith, a member of the Department of Chemistry 1899–1940. The award is made annually at the discretion of the department to a student majoring in chemistry.

*The Thurner Prize* — established by Professor Emeritus Joseph J. Thurner to encourage research by chemistry students, and awarded annually for the best honors thesis or equivalent paper based on laboratory or other research, written by a senior major in chemistry and/or biochemistry.

*The American Chemical Society's Division of Inorganic Chemistry Undergraduate Award in Inorganic Chemistry* — established by the American Chemical Society's Division of Inorganic Chemistry to recognize achievement by undergraduate students in the field of inorganic chemistry and to encourage further study in the field.

*The American Chemical Society's Division of Organic Chemistry Undergraduate Award in Organic Chemistry* — established by the American Chemical Society's Division of Organic Chemistry to recognize a senior student who displays a significant aptitude for organic chemistry and to encourage further interest in the field.

*The American Chemical Society's Division of Analytical Chemistry Undergraduate Award in Analytical Chemistry* — established by the American Chemical Society's Division of Analytical Chemistry to encourage student interest in analytical chemistry and to recognize students who display an aptitude for a career in the field.

## Advanced Placement

Students may replace the normal, two-semester, introductory chemistry sequence (CHEM 101 and CHEM 102) with a one-semester course (CHEM 111) if they meet one of the following minimum criteria: a score of 4 on the Advanced Placement (AP) chemistry exam, a score of 6 or 7 on the higher level international baccalaureate (IB) chemistry exam, a score of 650 on the SAT II chemistry exam, or a grade of A or B on the British A-level exam. Students choosing this course are eligible to take CHEM 212 in the spring of their first year, providing an early start into the chemistry major. Exceptionally well-prepared students from other pre-matriculation programs should consult with the department chair regarding advanced standing.

Students may also receive course credit for an AP score of 4 or 5 or British A-level grade of A or B. Those who enroll in CHEM 111 receive credit for CHEM 101. Students who choose not to take any introductory chemistry courses may receive one credit toward graduation for an AP score of 4 or A-level grade of B (CHEM 101) or two credits for an AP score of 5 or A-level grade of A (CHEM 101 and CHEM 102). The department discourages the latter choice for students who plan to take 200 or higher level chemistry courses.

## Honors and High Honors

### Honors and High Honors in Biochemistry

Honors in biochemistry may be awarded on the same basis as honors in chemistry, except that a student must have at least an overall GPA of 3.00 and a combined GPA of at least 3.00 in all chemistry, biology, physics, and mathematics courses taken.

### Honors and High Honors in Chemistry

Honors in chemistry may be awarded to majors who accumulate an overall GPA of at least 3.00 and a combined GPA of at least 3.00 in all chemistry, mathematics, and physics courses taken; complete approved honors projects; and present the results of their projects in both a written thesis and an oral defense to the department. The decision to award honors, high honors, or neither is based on the quality of the honors project, the quality of its presentation and defense, and other evidence of distinction.

## Transfer Credit

Transfer students generally receive credit for satisfactorily completed chemistry courses taken at other colleges that correspond to courses at Colgate. The department considers such transfer credits individually, and students should provide information about the courses (syllabi, catalogue statements, lab notebooks, textbooks, etc.) to the department chair for consideration. These arrangements should be made well before beginning classes at Colgate.

Matriculated Colgate students may receive credit for chemistry courses taken at other colleges/universities. Summer courses must meet several criteria established by the department concerning the course content, the length of the course, and the number and length of class and laboratory meetings. Students considering transferring credit to Colgate for a summer chemistry course should obtain a copy of the department's criteria for an acceptable course, discuss the course with the department chair, and *receive approval before taking the summer course*. Final acceptance of the transfer credit is contingent upon satisfactory performance on an equivalency exam; the department administers this exam prior to the drop/add period for the fall term immediately following the summer course.

## Other International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., International Baccalaureate, Abitur) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

## Summer Research Opportunities

Colgate's chemistry department has a rich summer research program and there are numerous summer research opportunities at university, government, and private labs around the country. It is recommended that chemistry and biochemistry majors participate in a full-time research experience before they graduate, in addition to the required year of senior research (CHEM 481/CHEM 482). Students receive stipends, and campus housing is available at reduced rates.

## Recommendations

Students wishing to earn an American Chemical Society certified bachelor's degree in chemistry are required to take CHEM 212/CHEM 212L, CHEM 353, and two 400-level courses.

MATH 163 and MATH 214 are recommended for students considering graduate study in physical or theoretical chemistry, physical or theoretical biochemistry, or biophysics.

## Study Groups

Colgate sponsors several off-campus study groups especially appropriate for majors in chemistry and biochemistry, including the following:

- **Australia II Study Group** at the University of Wollongong

- **National Institutes of Health Study Group** in Bethesda, Maryland
- **Singapore Exchange** at the National University of Singapore
- **Wales Study Group** at Cardiff University

For more information, consult with the department chair and see Off-Campus Study.

## Biochemistry Major

For more information about the department, honors/high honors, transfer credit, etc., visit the chemistry department page.

## Major Requirements

The major program consists of the following requirements:

### All of the Following

- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L
- BIOL 361 - Biochemistry of Gene Expression (another 300- or 400-level BIOL course may be substituted with approval from chemistry department chair)
- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L
- CHEM 263 - Organic Chemistry I and CHEM 263L
- CHEM 264 - Organic Chemistry II and CHEM 264L
- CHEM 336 - Physical Chemistry for the Life Sciences (in rare cases, CHEM 333 or CHEM 334 may be substituted with department chair approval)
- CHEM 353 - Proteins and Nucleic Acids
- CHEM 385 - Biophysical Chemistry Methods
- CHEM 481 - Advanced Chemistry Research (Biochemistry majors who participate in Colgate's NIH Study Group in the fall of their senior year are exempted from this course.)
- CHEM 482 - Advanced Chemistry Research

Note: CHEM 111/CHEM 111L, a one-term course designed for the well-prepared first-year student, may be substituted for CHEM 101/CHEM 101L and CHEM 102/CHEM 102L and allows an early entry into CHEM 212/CHEM 212L

## Electives

One of the following:

- CHEM 212 - Inorganic Chemistry and CHEM 212L
- CHEM 214 - Inorganic Chemistry
- CHEM 371 - Instrumental Methods

## Integrated Laboratory Course

At least one of the following CHEM 380-series integrated laboratory courses:

- CHEM 381 - Practical Quantitative Analysis
- CHEM 382 - Molecular Spectroscopy
- CHEM 384 - Molecular Dynamics
- CHEM 387 - Special Topics: Structure and Analysis

## Half-Semester Courses

At least one course credit from the half-semester courses:

- CHEM 452 - Metabolic Chemistry
- CHEM 454 - Bioenergetics
- CHEM 456 - Bioinorganic Chemistry
- CHEM 468 - Medicinal Chemistry

## Note

Independent Studies (CHEM 291, CHEM 391, and CHEM 491) may not normally be substituted for one of the courses listed in the above requirements, but if it can be demonstrated that such a course provides sufficient breadth at the advanced level, the department will consider a petition for substitution.

## Additional Requirements

### Calculus Course Option

At least one course from the following:

- MATH 162 - Calculus II
- MATH 163 - Calculus III

MATH 161 is recommended for students with minimal secondary school calculus experience.

## Physics Sequence

One of the following sequences (usually taken by the sophomore year):

- PHYS 111 - Fundamental Physics I and PHYS 111L
- PHYS 112 - Fundamental Physics II and PHYS 112L
- or
- PHYS 131 - Atoms and Waves and PHYS 131L
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- or
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Introduction to Electricity and Magnetism and PHYS 233L

## Seminar Series

Junior and senior majors are expected to attend a weekly seminar series at which students, faculty, and guests present topics from the current literature and their own research.

## GPA Requirement

An overall GPA of at least 2.00 is required for the chemistry and biology courses (and associated labs) chosen to meet major requirements.

## Recommendations

Those who wish to major in biochemistry normally take CHEM 101/CHEM 101L and CHEM 102/CHEM 102L (or CHEM 111/CHEM 111L) and the necessary math courses in the first year. The standard sophomore courses are CHEM 263/CHEM 263L and CHEM 264/CHEM 264L, plus the year of introductory physics or BIOL 182/BIOL 182L (formerly BIOL 212/212L). Typically, juniors will take CHEM 353 and CHEM 385 in the fall or spring semester, and CHEM 336 in the spring semester. Students can elect to take either CHEM 371/CHEM 381 in the fall term or CHEM 214 and a CHEM 380-series integrated laboratory course CHEM 382, CHEM 384, or CHEM 387 in the junior year. Seniors take CHEM 481, CHEM 482 along with one course credit from CHEM 452, CHEM 454, or CHEM 468.

## Chemistry Major

For more information about the department, honors/high honors, transfer credit, etc., visit the chemistry department page.

## Major Requirements

The major program consists of the following requirements:

### All of the Following

- CHEM 101 - General Chemistry I and CHEM 101L (usually completed in the first year)
- CHEM 102 - General Chemistry II and CHEM 102L (usually completed in the first year)
- CHEM 263 - Organic Chemistry I and CHEM 263L (usually completed in the sophomore year)
- CHEM 264 - Organic Chemistry II and CHEM 264L (usually completed in the sophomore year)
- CHEM 333 - Physical Chemistry I (usually completed in the fall of junior year)
- CHEM 334 - Physical Chemistry II (usually completed in the spring of junior year)
- CHEM 371 - Instrumental Methods (usually completed in the fall of junior year)
- CHEM 381 - Practical Quantitative Analysis (usually completed in the fall of junior year)
- CHEM 382 - Molecular Spectroscopy
- CHEM 481 - Advanced Chemistry Research Chemistry majors who participate in Colgate's NIH Study Group in the fall of their senior year are exempted from CHEM 481.
- CHEM 482 - Advanced Chemistry Research (usually completed in the spring of junior year)

CHEM 111/CHEM 111L, a one-term course designed for the well-prepared first-year student, may be substituted for CHEM 101/CHEM 101L and CHEM 102/CHEM 102L and allows an early entry into CHEM 212/CHEM 212L.



## Integrated Laboratory

At least one from the following (usually taken in the junior year):

- CHEM 384 - Molecular Dynamics
- CHEM 385 - Biophysical Chemistry Methods
- CHEM 387 - Special Topics: Structure and Analysis

## Electives

At least two course credits *one of which must be a full-semester course* from:

### Full-Semester Courses

- CHEM 212 - Inorganic Chemistry and CHEM 212L
- CHEM 214 - Inorganic Chemistry
- CHEM 353 - Proteins and Nucleic Acids

### Half-Semester Courses

- CHEM 413 - Molecular Symmetry
- CHEM 415 - Organometallic Chemistry
- CHEM 431 - Molecular Modeling and Simulation
- CHEM 432 - Introduction to Statistical Thermodynamics
- CHEM 452 - Metabolic Chemistry
- CHEM 454 - Bioenergetics
- CHEM 456 - Bioinorganic Chemistry
- CHEM 464 - Organic Synthesis
- CHEM 468 - Medicinal Chemistry
- CHEM 477 - Environmental Chemistry

### Note:

Independent Studies (CHEM 291, CHEM 391, and CHEM 491) may not normally be substituted for one of the courses listed in the above requirements, but if it can be demonstrated that such a course provides sufficient breadth at the advanced level, the department will consider a petition for substitution.

## Additional Requirements

### Calculus Course Option

At least one course from the following:

- MATH 162 - Calculus II
- MATH 163 - Calculus III

MATH 161 is recommended for students with minimal secondary school calculus experience.

## Physics Sequence

One of the following sequences (usually taken by the sophomore year):

- PHYS 111 - Fundamental Physics I and PHYS 111L
- PHYS 112 - Fundamental Physics II and PHYS 112L
- or
- PHYS 131 - Atoms and Waves and PHYS 131L
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- or
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Introduction to Electricity and Magnetism and PHYS 233L

## Seminar Series

Junior and senior majors are expected to attend a weekly seminar series at which students, faculty, and guests present topics from the current literature and their own research.

## GPA Requirement

An overall GPA of at least 2.00 is required for the chemistry courses (and associated labs) chosen to meet major requirements.

## Chemistry Minor

For more information about the department, transfer credit, etc., visit the chemistry department page.

## Minor Requirements

The minor program consists of the following requirements:

### General Chemistry Option

The following two courses:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L

or, if eligible, the following course may be substituted for the above sequence:

- CHEM 111 - Chemical Principles and CHEM 111L

### All of the Following

- CHEM 263 - Organic Chemistry I and CHEM 263L

- CHEM 264 - Organic Chemistry II and CHEM 264L
- Two additional course credits obtained from full- or half-semester chemistry courses at the 200, 300, or 400 level

## Calculus Courses

- MATH 162 - Calculus II
- MATH 163 - Calculus III

MATH 161 is recommended for students with minimal secondary school calculus experience.

## Physics Sequence

One of the following sequences:

- PHYS 111 - Fundamental Physics I and PHYS 111L
- PHYS 112 - Fundamental Physics II and PHYS 112L
- or
- PHYS 131 - Atoms and Waves and PHYS 131L
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- or
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Introduction to Electricity and Magnetism and PHYS 233L

## GPA Requirement

An overall GPA of at least 2.00 is required for the chemistry courses (and associated labs) chosen to meet major requirements.

## Computer Science

### Faculty

*Professors* Mulry, Nevison  
*Associate Professors* Hay, Ramachandran, Sommers (Chair)  
*Assistant Professors* Fourquet, Gember-Jacobson  
*Visiting Assistant Professors* Jackson, Samadian  
*Instructor* M. E. Smith  
*Laboratory Instructors* Cucura, Lyboul

Computer science is the study of algorithmic processes and the machines that carry out these processes. Computer science is a mix of theory, application, design, and experiment. Theory addresses questions about the nature and limits of computation, the abstract properties of machine models, the complexity of algorithms, and the formalization of programming languages. Applications include machine and systems design, the design and implementation of programming languages, artificial intelligence, networks, graphics, and simulation. An important aspect of computer science is the development of methods for the systematic design of large systems in hardware and software. Both applications and theoretical issues must be tested experimentally.

The computer science major prepares students either for graduate study in computer science or for a variety of professional careers. The computer science minor and the major in computer science/mathematics prepare students for professions in which computer science overlaps significantly with another discipline. COSC 100, COSC 140, and COSC 150 provide opportunities for non-majors to learn about computer applications in the liberal arts and to survey, at an introductory level, some topics in computer science.

## Awards

*The Award for Excellence* — awarded by the department to a student on the basis of outstanding academic performance in coursework taken within the department.

*The Laura Sanchis Award for Excellence in Research* — awarded by the department to a student on the basis of outstanding research performed within the department.

*The Award for Outstanding Contribution to the Computer Science Community* — awarded by the department to a student who has made outstanding contributions to the students and faculty in computer science. This may reflect outstanding work as a laboratory tutor and monitor, work on developing software used by students and faculty, work on maintaining the hardware and software in the computer science laboratories, or academic leadership in the department.

*The Edward P. Felt '81 Memorial Prize Fund in Computer Science* — established in 2001 by family, friends, classmates, and professors. This is an annual prize created in memory of Ed Felt '81, who died aboard the September 11, 2001, flight that went down in western Pennsylvania. This prize shall be awarded with first preference given to a student or students who exhibit excellence in the field of computer science.

## Advanced Placement and Transfer Credit

The department grants advanced placement and credit to students who perform satisfactorily on the College Entrance Examination Board Advanced Placement (AP) exam for computer science as follows: students receiving scores of 4 or 5 on the A exam receive credit for COSC 101. Other students with sufficient

secondary school background in computer science may receive advanced placement without credit after consultation with the department chair. Transfer credit for a computer science course taken at another college or university will be granted only by the approval of the department.

## Honors and High Honors

### Computer Science

Students who graduate with a 3.30 overall average and a 3.50 average in the major program will receive department honors. A student who meets the honors requirement may submit a senior research thesis advised by a faculty member in the department. A student who completes a satisfactory thesis will receive high honors.

### Computer Science/Mathematics

Students who graduate with an average of 3.30 overall average and a 3.50 average in the major program will receive honors. A student with an average of 3.70 in the major courses may submit a senior research thesis. A committee of three members of the faculty, including at least one from each department, will evaluate the thesis. A student who completes a satisfactory thesis will receive high honors.

## International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

## Computer Science Major

For more information about the department, honors/high honors, transfer credit, etc., visit the computer science department page.

### Major Requirements

The requirements for the major are as follows:

### Preparatory Courses

- COSC 101 - Introduction for Computing I and COSC 101L or equivalent experience (usually completed in the first year)

### All of the Following

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- COSC 102 - Introduction for Computing II and COSC 102L
- COSC 201 - Computer Organization and COSC 201L
- COSC 290 - Discrete Structures and COSC 290L
- COSC 301 - Operating Systems and COSC 301L
- COSC 302 - Analysis of Algorithms and COSC 302L
- COSC 304 - Theory of Computing and COSC 304L
- MATH 161 - Calculus I or higher
- Two 400-level COSC electives

## GPA Requirement

A minimum GPA of 2.00 in the COSC courses chosen to meet the major requirements is necessary to satisfy the major. (MATH courses do not count toward this calculation.)

## Computer Science Minor

For more information about the department, transfer credit, etc., visit the computer science department page.

## Minor Requirements

The requirements for the minor are as follows:

### Required Courses

- COSC 102 - Introduction for Computing II and COSC 102L
- COSC 201 - Computer Organization and COSC 201L
- COSC 290 - Discrete Structures and COSC 290L
- two additional 300- or 400-level electives

## Computer Science/Mathematics Major

For more information about the department, honors/high honors, transfer credit, etc., visit the computer science department page.

## Major Requirements

### Preparatory Courses

Preparation for this major consists of the following courses:

- MATH 161 - Calculus I
- MATH 162 - Calculus II
- COSC 101 - Introduction for Computing I
- COSC 102 - Introduction for Computing II

## All of the Following

- COSC 201 - Computer Organization
- COSC 290 - Discrete Structures
- MATH 163 - Calculus III
- MATH 250 - Number Theory and Mathematical Reasoning
- MATH 375 - Abstract Algebra I
- Two additional COSC courses at the 300 or 400 level
- One additional COSC course at the 400 level

## Math Course

One of the following:

- MATH 302 - Systems Biology
- MATH 310 - Combinatorial Problem Solving
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 354 - Data Analysis I - Normal Model Inference
- MATH 360 - Graph Theory
- MATH 410 - Ramsey Theory on the Integers
- MATH 416 - Mathematical Statistics
- MATH 450 - Number Theory II
- MATH 481 - Modeling of Biological Systems
- MATH 485 - Abstract Algebra II
- MATH 499 - Mathematical Logic

## GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the major requirements is necessary to satisfy the major.

## Geology

### Faculty

*Professors Harpp, Leventer, Peck (Chair), Soja*  
*Associate Professor Wong*  
*Assistant Professor Adams, Levy*  
*Visiting Assistant Professor Koleszar*  
*Senior Lecturer Keller*

Geology is the study of the Earth through time, from its surface environments to its deep interior. It is a multi-disciplinary science that explores the physical and chemical nature of the Earth, the evolution and impact of life on our planet, and how global processes operate both now and in the past. Geology focuses on the scientific study of Earth materials, such as minerals, rocks, and fossils, as well as Earth-observing data derived from satellites, geophysical instruments, and models. The geosciences explain how past and present-day ecosystems and environments have been and are continuing to be shaped by plate tectonics, volcanism, mountain building, climate change, evolution, and human activity through time.

Introductory courses are designed to contribute significantly to a liberal arts education and an understanding of Earth and the environment. Advanced courses are more focused and provide the highest possible level of general and pre-professional training for majors.

Majors in geology or environmental geology provide students with the opportunity to pursue careers in the geological and environmental sciences, business, and education, as well as government and public service. Upon graduation, many geology majors attend graduate school in geology, hydrology, oceanography, environmental sciences, and environmental policy and law. Other graduates go directly into a wide spectrum of employment situations, including business, environmental consulting, teaching, administration in schools and museums, and mineral resources and petroleum-related jobs.

Students considering attending graduate school in geology should note that graduate schools expect applicants to have supplemented their undergraduate geology majors with a year each of introductory calculus, chemistry, and physics or biology. The geology department encourages all majors to take these courses; they are required for honors in geology. Students interested in paleontology are encouraged to take BIOL 304 in addition to, or in place of, one of the 300-level electives.

## Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in geology who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

## Awards

*The Award for Excellence in Geology* — awarded annually by the department to the student who best demonstrates a combination of excellence in the classroom and creativity and perseverance in research.

*The Robert M. Linsley Prize for Excellence in Geology* — awarded mid-way through the junior year to a rising senior who has demonstrated the promise and potential for leadership and excellence in earth science scholarship and research. The prize is to be given by consensus of the geology department faculty to a student who plans to pursue earth sciences as a career, with preference given to a student with an interest



in paleontology, historical geology, and stratigraphy/sedimentation. In selecting the awardee, emphasis is to be placed on a balance of leadership, research, and communication/teaching interests, in Bob's spirit.

*The Norma Vergo Prize in Geology* — established as an award to a geology major who, as determined by the faculty of the geology department, significantly contributes to the spirit of excellence among fellow students in the department.

*The Kevin Williams '10 Endowed Memorial Fellowship Award* — established in 2012 in memory of Kevin Williams '10 to provide stipend support for one or more geology and/or geography majors to study abroad.

## Advanced Placement

The department does not award Advanced Placement credit. Placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A–Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair.

## Transfer Credit

The department allows two courses to be transferred for credit toward the major and one course towards the minor, with prior approval of the courses by the department.

## Honors

All geology and environmental geology majors are encouraged to consider the advantages and challenges of undertaking honors in geology. A GPA of 3.20 or higher in the four core courses (GEOL 201, GEOL 215, GEOL 225, and GEOL 235), plus the two required 400-level courses are required for a student to become eligible for honors. In addition, at least six full-credit courses in biology, chemistry, mathematics, or physics must be taken to become eligible for honors. GEOG 245 can be taken in place of one of these six courses.

In addition, honors candidates must complete a year-long senior thesis, which represents the culmination of a research project that typically begins during the summer before the senior year and continues during the fall and spring terms of the senior year. The written thesis must be completed and orally defended by the end of the spring semester. Following the defense, and with the recommendation of the thesis committee, the geology faculty will vote to award honors. Awarding the distinction of honors is based primarily on the quality of the written thesis but will also include an overall assessment of the student's academic record. Students who may be eligible for honors will be notified in the spring of the junior year by their academic adviser.

## Related Majors

- Environmental Geography Major
- Natural Sciences, Topical Concentration: Marine Science - Freshwater Science Major  
Topical Concentration: Marine Science — Freshwater Science is offered with the cooperation of the biology department through the Division of Natural Sciences. This major is intended for students who

are interested in aquatic sciences and who wish to major in both biology and geology while preparing for certain teaching, museum, and technical positions, and for selected graduate studies programs.

## Field Courses

The department offers two summer field courses. GEOL 120 The Geology of America's Parks (Extended Study) is designed for introductory level students and includes a two- to three-week field component. GEOG 320 Globalization, Development, and Environment is designed for junior and senior majors; occasionally sophomores with strong geology preparation participate also. The course lasts for five weeks and examines classic geologic areas in such locations as Colorado, Wyoming, Idaho, and the northeastern United States. The course is shown as a summer course on the student's transcript. Contact the department chair for further information.

## Study Groups

See Off-Campus Study for information on off-campus programs in Australia, the United Kingdom (Wales or Manchester) and more.

## Geology Major

For more information about the department, honors/high honors, transfer credit, etc., visit the geology department page.

## Major Requirements

The geology major typically starts with any 100-level Geology or geology-related Core SP courses, which typically counts towards the major as one of the five (5) additional full-credit GEOL courses below.

All majors must complete the following set of requirements:

### All of the Following

- GEOL 190 - Evolution of Planet Earth and GEOL 190L
- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 235 - Tectonics and Earth Structure and GEOL 235L
- Five (5) additional full-credit GEOL courses of which one can be at any level, at least 2 must be at the 300 level as listed below, at least 2 must be at the 400 level as listed below.

### 300-level Geology Electives

At least two courses from the following:

- GEOL 301 - Igneous and Metamorphic Petrology and GEOL 301L

- GEOL 310 - Environmental Economic Geology
- GEOL 311 - Environmental and Exploration Geophysics
- GEOL 318 - Coastal Geology and GEOL 318L
- GEOL 320 - Techniques of Field Geology
- GEOL 335 - Hydrology and Geomorphology and GEOL 335L

Students are encouraged to consider taking a summer field course, such as GEOL 320, as one of their elective courses, as field experience is generally expected for graduate work in geology and many employment opportunities.

## 400-level Geology Electives

At least two courses from the following:

- GEOL 403 - Geochemistry
- GEOL 411 - Isotopes in the Earth Sciences
- GEOL 416 - Marine Geology and GEOL 416L
- GEOL 418 - Tectonics Seminar
- GEOL 420 - Solid Earth Processes
- GEOL 441 - Senior Research Seminar
- GEOL 450 - Paleoclimatology

## Two Additional Courses

Two full-credit courses in biology, chemistry, mathematics, or physics. GEOG 245 - Geographic Information Systems, may be taken in place of one of the required biology, chemistry, mathematics, or physics courses.

## Capstone Experience

The two required 400-level courses provide a capstone experience for the geology major, as all such courses involve a significant project that integrates hypothesis testing, data collection and/or analysis of existing data, literature review, and a final project that synthesizes this work. A senior thesis conducted with a geology faculty member as an adviser through GEOL 441 may count as one of the required 400-level courses and is required for all geology honors candidates. Students can initiate a senior research project of interest by speaking directly to a faculty member about ideas for a research project or by consulting with a faculty member about a project that might arise from a summer internship, a summer employment experience, or be based on research initiated in a geology course. GEOL 491 may not count towards the 400-level course requirement.

## GPA Requirement

A GPA of 2.00 in the major is necessary for graduation. The ten full-credit courses that carry the highest grade are used to compute this average. A passing grade must be received in all courses counted toward the major.

## Geology Minor

For more information about the department, transfer credit, etc., visit the geology department page.

### Minor Requirements

The geology minor consists of five full-credit courses as follows:

- GEOL 190 - Evolution of Planet Earth and GEOL 190L
- Four additional full-credit courses at the 200 level or higher. These courses should be selected in consultation with the academic adviser.

# Mathematics

## Faculty

*Professors* Hart, Lantz, Robertson, Saracino, Schult, Strand, Valente (*Chair*)

*Associate Professors* Ay, Christensen

*Assistant Professors* Chen, Christensen, Cipolli, Howard, Jiménez Bolaños, Seo

*Visiting Assistant Professors* Agbanusi, Allan, Bryan, Tatangelo

There are many good reasons to study mathematics: preparation for a career, use in another field, or the beauty of the subject itself. Students at Colgate who major in mathematics go on to careers in medicine, law, or business administration as well as areas of industry and education having an orientation in science. Non-majors often require mathematical skills to carry on work in other disciplines, and all students can use the study of mathematics to assist them in forming habits of precise expression, in developing their ability to reason logically, and in learning how to deal with abstract concepts. There are also many people who view mathematics as an art form, to be studied for its own intrinsic beauty.

All mathematics courses are open to qualified students. Entering first-year students who have successfully completed at least three years of secondary school mathematics, including trigonometry, should be adequately prepared for MATH 161. Students who have studied calculus in secondary school are typically ready to enter MATH 162 or MATH 163.

Students who are planning to undertake graduate study in mathematics are advised to take MATH 485 and MATH 487.

## Course Information

The following classification scheme is used for MATH courses:

100-149: Only requires knowledge of mathematics before Calculus

150-199: Calculus-level knowledge and/or sophistication

200-249: Linear Algebra level (gentle transition-type course)

250-299: Transition to the major level

300-349: Courses with requirements at Math 150-249 level

350-399: Courses with requirements at the Math 250-299 level

400-449: Courses with requirements at the Math 300-349 level

450-474: Courses with requirements at the Math 350-399 level

475-484: Research experience seminars

485-499: Advanced material

## Honors and High Honors

For a student to be considered for honors in Mathematics or in Applied Mathematics the student must achieve a 3.3 GPA in the respective major; in order for the student to be considered for high honors, a 3.7 GPA in the major is required. For both honors and high honors, completion of a course numbered 440 or above that is not a research seminar is required.

Honors / High Honors are attained by a student's production and defense of a thesis of distinction. A grade of A- or better is required to be considered for honors. A grade of A or better is required to be considered for high honors. The student's thesis adviser puts forward the thesis for honors consideration. Evaluation of a thesis under consideration is undertaken by a committee appointed by the department. The committee includes the thesis adviser, and the grade awarded requires unanimous agreement of its members. Joint theses are allowed but will not normally be considered for honors. Exceptions may be made with departmental permission.

As a reminder to the student writing theses for two different departments: In Colgate's Honor Code, it states: Substantial portions of the same academic work may not be submitted for credit or honors more than once without the permission of the instructor(s).

## Awards

*The Allen First-Year Mathematical Prize* — This prize is awarded for excellence in mathematical work throughout the student's first year.

*The Edwin J. Downie '33 Award for Mathematics* — created in memory of Edwin J. Downie '33, professor of mathematics emeritus, this award will be given annually to a senior majoring in mathematics who has made outstanding contributions to the mathematics department through exemplary leadership, service, and achievement.

*The Osborne Mathematics Prizes* — established in honor of Professor Lucien M. Osborne, Class of 1847, to be awarded to any student who maintains a high average in mathematics courses in the junior year.

*The Sisson Mathematics Prizes* — established in honor of Eugene Pardon Sisson, a teacher of mathematics in the academy 1873–1912 and awarded to a student who maintains a high average in one or more 200-level mathematics courses.

## Calculus Placement

Students should review the MATH 161, MATH 162, and MATH 163 course descriptions for information on topics and prerequisites, or consult with a department faculty member. In general, students are encouraged to enroll in a higher-level course. Students may drop back from MATH 162 to MATH 161 within the first three weeks, subject to available space in an acceptable MATH 161 section.

## Advanced Placement

Students who have taken the Calculus-BC, Calculus-AB, or Statistics Advanced Placement exam of the College Entrance Examination Board will be granted credit according to the following policy:

1. Students earning 4 or 5 on the Calculus-BC Advanced Placement exam will receive credit for MATH 161 and MATH 162. Students earning 3 on the Calculus BC exam will receive credit only for MATH 161.
2. Students earning 4 or 5 on the Calculus-AB Advanced Placement exam will receive credit for MATH 161.
3. Students earning 4 or 5 on the Statistics Advanced Placement exam will receive credit for MATH 105.
4. There are no other circumstances under which a student will receive credit at Colgate for a mathematics course taken in high school.

## Transfer Credit

Transfer credit for a mathematics course taken at another college will be granted upon the pre-approval of the department chair. Mathematics and Applied Mathematics majors or minors may not receive transfer credit for MATH 250, MATH 260, MATH 375, MATH 376, or MATH 377, but must pass these courses at Colgate and must take them as regularly scheduled courses, not as independent studies. At most, two transfer or independent studies courses may be counted toward a major or minor.

## International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

## Related Majors/Minors

- Computer Science/Mathematics Major
- Mathematical Economics Major
- Mathematical Systems Biology Minor

## Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in mathematics who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

## Study Groups

Colgate sponsors several study-abroad programs that can support continued work toward a major in mathematics. These include, but are not limited to, the Wales Study Group (U.K.), the Australia Study Group, the Australia II Study Group, and the Manchester Study Group (U.K.). For more information about these programs, see Off-Campus Study.

## Applied Mathematics Major

For more information about the department, honors/high honors, transfer credit, etc., visit the mathematics department page.

### Major Requirements

The department strongly recommends that students pursuing a major or a minor in mathematics complete COSC 101 and COSC 101L or equivalent.

The requirements for the major are as follows:

### Preparatory Courses

- MATH 161 - Calculus I or equivalent experience approved by department chair
- MATH 162 - Calculus II or equivalent experience approved by department chair

### Required Courses

- MATH 163 - Calculus III (should be completed by the end of the sophomore year)
- MATH 214 - Linear Algebra (should be completed by the end of the sophomore year)
- MATH 260 - Computational Mathematics and MATH 260L (should be completed by the end of the sophomore year with a grade of C or better)
- MATH 376 - Numerical Analysis (should be completed by the end of the junior year)
- MATH 377 - Real Analysis I (should be completed by the end of the junior year)
- To complete the major, each student must produce a thesis. This is normally done through MATH 481 or MATH 482. Note: Joint theses are allowed but will not normally be considered for honors. Exceptions may be made with departmental permission.

In unusual circumstances, the above deadlines may be extended with departmental approval through student petition to the department chair.

### Three Electives

Chosen from the following:

- MATH 250 - Number Theory and Mathematical Reasoning
- MATH 302 - Systems Biology
- MATH 308 - Differential Equations
- MATH 310 - Combinatorial Problem Solving
- MATH 312 - Math Modeling: Social Sciences
- MATH 313 - Functions of a Complex Variable
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 408 - Partial Differential Equations
- MATH 416 - Mathematical Statistics
- MATH 448 - Nonlinear Dynamics & Chaos



- MATH 487 - Real Analysis II

## Cognate Courses

Two cognate courses representing a field of application interest outside of Mathematics. These two courses must count toward a single major in the Natural or Social Sciences preferably taken in two sequential semesters as the intent is to provide an immersive experience with the language, culture, questions, and ways of knowing of another field. The courses need not explicitly use mathematics, rather they provide a basis for communication with experts in that field. Normally, the senior research project (see 6, below) involves a topic related to this field of application.

## GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the major requirements is necessary to satisfy the major.

## Applied Mathematics Minor

For more information about the department, transfer credit, etc., visit the mathematics department page.

## Minor Requirements

The department also strongly recommends that students pursuing a major or a minor in mathematics complete COSC 101 and COSC 101L or equivalent.

The requirements for a minor are as follows:

## Required Courses

- MATH 163 - Calculus III
- MATH 214 - Linear Algebra
- MATH 260 - Computational Mathematics (completed with a grade of C or better.)
- MATH 376 - Numerical Analysis

## Two Electives

Chosen from the following:

- MATH 250 - Number Theory and Mathematical Reasoning
- MATH 302/BIOL 302 - Systems Biology
- MATH 308 - Differential Equations
- MATH 310 - Combinatorial Problem Solving
- MATH 312 - Math Modeling: Social Sciences
- MATH 313 - Functions of a Complex Variable
- MATH 315 - Mathematical Biology
- MATH 316 - Probability

- MATH 408 - Partial Differential Equations
- MATH 416 - Mathematical Statistics
- MATH 448 - Nonlinear Dynamics & Chaos
- MATH 487 - Real Analysis II

## GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the minor requirements is necessary to satisfy the minor.

## Mathematical Systems Biology Minor

Ingram (*Chair of the Department of Biology*)

Valente (*Chair of the Department of Mathematics*)

Mathematical systems biology describes a field of inquiry in which mathematical and computational methods are used to examine complex, large scale interactions between components of biological systems and to predict how these interactions influence the properties of those systems. The systems examined may range in scale from molecular through cellular and tissue levels to the scale of organisms and entire ecosystems. The unifying feature of this field is quantitative description of interactions between components of biological systems.

The interface between mathematics and biology is one of the most rapidly expanding areas of research in the sciences. The technological development of methods for generating large amounts of biological data — including genome sequence information, total protein analysis, metabolic information, etc. — demands the development of mathematical and computational methods for analyzing these data and for developing predictive models that use such large data sets. The multidisciplinary field of systems biology requires an understanding of both mathematical and biological concepts, insights into interesting questions in biology, and comprehension of the mathematical methods that can be used to address many of those questions. The mathematical systems biology minor provides students with the coursework in mathematics and biology required to begin to gain insights and experience in this important new field.

For more information about the department, transfer credit, etc., visit the mathematics department page.

## Minor Requirements

Course requirements are described below (six courses)

### Required Courses

#### All of the Following

- MATH 163 - Calculus III
- MATH 214 - Linear Algebra

#### One of the Following

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L

- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L

### One of the Following

- MATH 302/BIOL 302 - Systems Biology
- MATH 315 - Mathematical Biology

### Biology

One additional biology course from the following:

- BIOL 181 - Evolution, Ecology, and Diversity (formerly BIOL 211)
- BIOL 182 - Molecules, Cells, and Genes (formerly BIOL 212)
- Any 200-, 300-, or 400-level BIOL elective course

### Mathematics

One additional mathematics course from the following:

- MATH 260 - Computational Mathematics
- MATH 308 - Differential Equations
- MATH 310 - Combinatorial Problem Solving
- MATH 408 - Partial Differential Equations (formerly MATH 311)
- MATH 312 - Math Modeling: Social Sciences
- MATH 315 - Mathematical Biology
- MATH 316 - Probability
- MATH 302/BIOL 302 - Systems Biology
- MATH 376 - Numerical Analysis (formerly MATH 329)
- MATH 416 - Mathematical Statistics (formerly MATH 317)
- MATH 448/PHYS 448 - Nonlinear Dynamics & Chaos (formerly MATH/PHYS 458)
- MATH 481/BIOL 481 - Modeling of Biological Systems

### Note:

Students declaring a minor in mathematical systems biology select an adviser from either the mathematics or biology department. Those students minoring in mathematical systems biology who have declared a major in either biology or mathematics are required to choose a minor adviser from the department in which they are not majoring. The chair of the minor adviser's department approves and signs the mathematical systems biology minor declaration form. As with any minor at Colgate, no more than two of the courses applied to the minor may also be used for a major.

### Mathematics Major

For more information about the department, honors/high honors, transfer credit, etc., visit the mathematics department page.

## Major Requirements

The department strongly recommends that students pursuing a major in mathematics complete COSC 101 and COSC 101L or equivalent.

The requirements for a major are as follows:

## Preparatory Courses

- MATH 161 - Calculus I or equivalent experience approved by department chair
- MATH 162 - Calculus II or equivalent experience approved by department chair

## All of the Following

- MATH 163 - Calculus III (completed by the end of the sophomore year)
- MATH 214 - Linear Algebra (Completed by the end of the sophomore year)
- MATH 250 - Number Theory and Mathematical Reasoning (completed by the end of the sophomore year with a grade of C or better)
- MATH 375 - Abstract Algebra I (completed by the end of the junior year)
- MATH 377 - Real Analysis I (completed by the end of the junior year)
- Four additional MATH courses numbered 260 or above, excluding MATH 481, MATH 482, and MATH 483.
- Complete a thesis, normally during MATH 483 - Research Seminar: Mathematics. Note: Joint theses are allowed but will not normally be considered for honors. Exceptions may be made with departmental permission.

In unusual circumstances, the above deadlines may be extended with departmental approval through student petition to the department chair.

## GPA Requirement

A minimum GPA of at least 2.00 in mathematics courses counted for the major is necessary to satisfy the major.

## Mathematics Minor

For more information about the department, transfer credit, etc., visit the mathematics department page.

## Minor Requirements

The requirements for a minor are as follows:

## All of the Following

- MATH 163 - Calculus III
- MATH 214 - Linear Algebra

- MATH 250 - Number Theory and Mathematical Reasoning (completed with a grade of C– or better)
- Two other MATH courses numbered 260 or above

### One of the Following

- MATH 375 - Abstract Algebra I
- MATH 377 - Real Analysis I

### GPA Requirement

A minimum GPA of 2.00 in the courses chosen to meet the minor requirements is necessary to satisfy the minor.

## Natural Sciences

### Faculty

*Director* E. Nolen

Students may consider a natural science topical major if they wish to focus their studies in disciplinary or interdisciplinary areas not encompassed by approved majors. Students may complete a topical major in marine science — freshwater science or develop their own topical major. Requirements for the marine science — freshwater science topical major appear below.

Students pursuing an individualized major must first discuss a possible program of study with an appropriate academic adviser, and then provide the division director with the proposed program and a rationale for this program no later than the student's fifth term at Colgate.

The major comprises at least 10 courses that closely relate to a common theme and are complementary. Normally, eight courses must be major courses in departments within the Division of Natural Sciences and Mathematics. Five or more of these courses must be at the 300 or 400 level, and at least one must be a non-independent study, 400-level course in a science department. An overall GPA of at least 2.00 is required for the courses chosen to meet major requirements.

## Honors and High Honors

Following consultation with his or her research/capstone adviser and the director of the Division of Natural Sciences and Mathematics, a student may be allowed to stand for honors in Natural Sciences following the regulations in the research/capstone adviser's department or program. The awarding of honors will be decided by faculty members from all departments or programs involved in the student's topical concentration in Natural Sciences and must be approved by the director of the Division of Natural Sciences and Mathematics.

## Natural Sciences, Topical Concentration: Marine Science - Freshwater Science Major

This program is particularly applicable for students who wish to take courses in both biology and geology. Students major in natural sciences, with a topical emphasis in marine science — freshwater science. Students completing this program have pursued graduate, health-related, and law degrees, as well as private and government consulting positions and nautical education. Students anticipating graduate study should plan their course selections carefully. Interested students should see biology professors Fuller or McHugh, or geology professors Leventer, Selleck, or Soja.

For more information about the division, honors/high honors, transfer credit, etc., visit the natural sciences and mathematics division page.

## Major Requirements

### Required Courses

- BIOL 181 - Evolution, Ecology, and Diversity
- GEOL 135 - Oceanography and the Environment
  
- BIOL 304 - Invertebrate Zoology  
or
- GEOL 215 - Paleontology of Marine Life

### Two of the Following Courses

- BIOL 182 - Molecules, Cells, and Genes
- BIOL 335 - Limnology
- BIOL 340 - Marine Biology

### Two of the Following Courses

- GEOL 318 - Coastal Geology
- GEOL 225 - Sedimentology and Surficial Processes
- GEOL 403 - Geochemistry
- GEOL 416 - Marine Geology

### One 400-Level Research-Focused Course

- BIOL 478 - Animal Systematics, Phylogeny, and Development
- BIOL 487 - Advanced Aquatic Ecology
- BIOL 491 - Independent Study
- GEOL 441 - Senior Research Seminar
- GEOL 491 - Independent Study

### Cognate Courses

One year of cognate courses (*two courses*) from one of the following departments: chemistry, mathematics, or physics, in addition to CHEM 111 *or* CHEM 101 *and* either CHEM 102 or GEOL 253.

### Field Experience

One field experience at a marine or freshwater science station. In consultation with their major advisers, students are encouraged to seek off-campus opportunities where they can be engaged in field work.

### Additional Information

A semester's course equivalence (two or three courses such as marine ecology, aquatic ecology, geological oceanography, etc.) on an approved off-campus study program or at a marine or freshwater station may be substituted for some of the above courses when approved by an evaluating committee representing both the biology and geology departments. Students must petition the evaluating committee for approval once they are accepted at a marine or freshwater station, prior to actual enrollment in the courses.



## Physics and Astronomy

### Faculty

*Professors* Balonek, Galvez, Segall  
*Associate Professors* Bary, Crotty (*Chair*), J. Levine, Metzler, Parks  
*Assistant Professors* Tseng  
*Visiting Assistant Professor* Salgado

A student should select a major in the Department of Physics and Astronomy if he or she is interested in fundamental questions about the nature of matter and the nature of the universe, or in practical questions of engineering, applied physics, or space science. To be successful, a student should also enjoy mathematics and quantitative reasoning. More than half of the graduating seniors in this department go to graduate school in various disciplines, and many earn PhDs in physics, astronomy, and engineering. Approximately 25 percent enter technical careers directly after graduation. The others pursue careers in teaching, business (often technology-based), management, medicine, and other areas.

The department offers several courses of general interest, not intended for majors. These courses are ASTR 101 - Solar System Astronomy; ASTR 102 - Stars, Galaxies, and the Universe; ASTR 230 - Astronomy in Culture; PHYS 105 - Mechanical Physics I; and PHYS 111 - Fundamental Physics I, PHYS 112 - Fundamental Physics II.

## To be Eligible to Graduate

To be eligible to graduate with a major in any of the programs of this department, a student is expected to achieve a grade of C– or better in *each* of the courses offered in the department that are required for the major. There are no exceptions to this policy. Additionally, a student's cumulative GPA for all courses counted toward the major must be at least 2.00.

## Awards

*The Edwin Foster Kingsbury Prizes* — established as an annual award to those students whose performance and promise is judged by the department to be the most outstanding during the year of the award.

*The Physics and Astronomy Alumni Awards* — awarded by the department to those students majoring in physics and astronomy, who, in the opinion of the department, have made the most significant progress in the study of their major subject and the relations of this science to other fields of learning.

*The Physics and Astronomy Department Founders Award* — awarded periodically by the department to a senior who has demonstrated four years of outstanding progress and development of his or her understanding of physics or astronomy.

## Advanced Placement

Credit for PHYS 111 will be granted to students who score 4 or 5 on the AP Physics 1 exam or the AP Physics C-Mechanics exam. Credit for PHYS 112 will be granted to students who score 4 or 5 on the AP Physics 2 exam or the AP Physics C-E&M exam. Placement into PHYS 232 without completion of PHYS

131 can sometimes be allowed following discussion with the department chair and the PHYS 232 instructor. Department majors who do not complete PHYS 131 will be required to complete an additional upper-level course to meet the major requirements. Placement out of PHYS 232 or PHYS 233 based on high school courses (including AP) is not normally possible.

## Honors

To qualify for graduation with honors, physics and astronomy-physics students must be invited by the department chair, in consultation with department faculty, to do an honors thesis. Normally, this invitation is extended only after exceptional performance in the capstone course PHYS 410.

The following are also required:

1. The completion (with a grade of C- or better) of at least two additional 300- or 400-level physics or astronomy courses beyond the minimum needed for the major. PHYS 334, PHYS 336, PHYS 391, PHYS 491, ASTR 312, ASTR 391, and ASTR 491 do not count towards this requirement. With the permission of the chair, a 300- or 400-level course in another NASC department may substitute for one of these courses.
2. A cumulative GPA of at least 3.5 in all 300- and 400-level classes taken to satisfy the upper-level course requirements for the major and for honors.
3. The completion, defense, and public presentation of an honors thesis. This thesis, to be evaluated by department faculty and an external reviewer, is normally a significant extension of the work completed in PHYS 410. Students normally enroll in PHYS 491 or ASTR 491 during the spring semester of their senior year to complete the work.

The department faculty will subsequently determine whether to award honors or high honors. Neither is guaranteed. High honors will be given only for truly extraordinary work.

## Transfer Credit

Transfer of credit for physics and astronomy courses from other colleges or universities requires approval by the department. In particular, summer courses taken with the expectation of transfer credit must be pre-approved by the department well in advance of enrollment. Students should be aware that few institutions offer summer equivalents for major-sequence courses other than PHYS 232 and PHYS 233, and also that a grade of C or higher is required to transfer coursework for Colgate credit. After matriculation, no more than 2 transferred course credits may count towards the physics or astronomy-physics major.

## Pre-requisites and Minimum Grade Requirements

Prerequisite and minimum grade requirements will be strictly enforced for both majors and non-majors. Students who have not taken PHYS 131, and students who have received less than a C- in the lecture portion of PHYS 131, may take PHYS 232 with the PHYS 232 instructor's permission. Otherwise, students will not be permitted to take any department course that has prerequisites before achieving a grade of C- or better in the lecture portion of each prerequisite. Exceptions will be made to this policy only in extraordinary circumstances.

## International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

## Related Majors

- Astrogeophysics Major
- Physical Science Major

## Pre-Engineering Studies

The department offers two ways to prepare for engineering: major in physics at Colgate and after graduation go to graduate school in engineering, or use one of the combined plans available in the department. To allow a student to combine education in the liberal arts with engineering training, Colgate has cooperative agreements with Columbia University and Washington University. A student may spend three years at Colgate and two at the engineering school (the 3-2 plan) to earn bachelor's degrees from both institutions. The student may be eligible to continue study for a Master of Science (MS) degree, which can sometimes be completed in as little as one additional year after earning the bachelor's degree in engineering. Eligibility for the MS program is determined by the engineering school.

It is imperative for students interested in the 3-2 plan to begin the physics and math curriculum in the fall term of the first year. To be eligible for the 3-2 plan, a student must complete all physics major courses through PHYS 336 and PHYS 431 (or PHYS 451), plus one other upper-level physics course to be chosen in consultation with the pre-engineering adviser.

Prerequisites for admission to engineering schools vary among schools and fields of study; therefore, it is necessary to indicate an interest in pre-engineering to the physics faculty as soon as possible.

## Preparation for Graduate School

Students intending to pursue graduate studies in physics, astronomy, or engineering should discuss their plans with their major advisers as early as possible. Students who wish to prepare for graduate studies in physics or astronomy should complete PHYS 431, PHYS 432, PHYS 433 and PHYS 434. To enrich the program, a student should choose additional physics and astronomy electives at the 300 and 400 levels. Advanced courses in other science departments, especially mathematics, are also encouraged.

## Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in physics who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

## Astrogeophysics Major

*Director Levine*

The astrogeophysics major is a multidisciplinary program for students interested in the study of the solar system and planetary matter. Drawing on astronomical observations, physical models, chemical constraints, and geological interpretations, students consider the Earth in its planetary context, the processes that have shaped Earth and other planets through time, and our place in the Universe. Students learn to appreciate or participate in the ongoing discovery of planets throughout the galaxy, and to reflect critically on their similarities with and differences from our own world. Astrogeophysics majors develop intellectual tools from across the physical sciences to reason qualitatively and quantitatively about global issues, such as the accelerating pace of global change and planetary habitability. Interested students should consult the program director as early as possible to plan an appropriate sequence of courses, since many of the required courses have prerequisites.

For more information about the department, honors/high honors, transfer credit, etc., visit the physics and astronomy department page.

## Major Requirements

The requirements for the major are as follows:

### Physical Science

One introductory course with a grade of C– or higher, from the following list:

- ASTR 101 - Solar System Astronomy
- ASTR 102 - Stars, Galaxies, and the Universe
- ASTR 165 - How Old is the Universe?
- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L
- CHEM 111 - Chemical Principles and CHEM 111L
- GEOL 101 - Environmental Geology and GEOL 101L
- GEOL 105 - Megageology
- GEOL 115 - Evolution: Dinosaurs to Darwin
- GEOL 120 - The Geology of America's Parks (Extended Study)
- GEOL 135 - Oceanography and the Environment
- GEOL 190 - Evolution of Planet Earth and GEOL 190L
- PHYS 131 - Atoms and Waves and PHYS 131L

### Two Courses

Two courses from the following:

- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 235 - Tectonics and Earth Structure and GEOL 235L

### All of the Following

All of the following:

- MATH 161 - Calculus I
- MATH 163 - Calculus III
- PHYS 232 - Introduction to Mechanics and PHYS 232L
- PHYS 233 - Introduction to Electricity and Magnetism and PHYS 233L
  
- MATH 162 - Calculus II  
or
- PHYS 205 - Mathematical Methods of Physics

## Astrophysics

- ASTR 210 - Intermediate Astronomy and Astrophysics  
or
- ASTR 414 - Astrophysics

## Senior Research

One of the following courses:

- PHYS 410 - Advanced Topics and Experiments
- GEOL 441 - Senior Research Seminar

## Advanced Courses

- One additional advanced astronomy course (300 or higher)
- Three additional advanced courses chosen from the following:
  - physics or astronomy (300 or higher)
  - at least one course from geology (250 or higher)
  - chemistry (300 or higher)

Students should select these courses in consultation with the academic adviser and/or the astrogeophysics program director. These courses are to provide depth and rigor to the student's academic program, but students are given freedom to tailor their astrogeophysics program to match particular interests.

## Honors and High Honors

To qualify for graduation with honors, a student must (a) complete one additional advanced course in astronomy, geology, or physics beyond the basic requirements; (b) earn a minimum GPA of 3.50 in advanced courses required for the major; and (c) complete and successfully defend an honors thesis. Normally the thesis is based on the candidate's senior research. High honors are awarded at the joint discretion of the Department of Geology and the Department of Physics and Astronomy on the basis of GPA and, in particular, for outstanding achievement in senior research.

## Astronomy Minor

For more information about the department, transfer credit, etc., visit the physics and astronomy department page.

## Minor Requirements

The minor in astronomy requires:

- Two of the following: ASTR 101, ASTR 102, ASTR 230
- Two additional astronomy courses that count towards the astronomy-physics major
- Two physics courses that count towards the physics major
- A grade of C– or better in all courses that count toward the minor is required.

## Astronomy-Physics Major

For more information about the department, honors/high honors, transfer credit, etc., visit the physics and astronomy department page.

## Major Requirements

A student interested in astronomy or astrophysics should enroll in this program. A student interested in planetary astronomy should also consider the astrogeophysics program.

## Required Courses

- MATH 161 - Calculus I
- MATH 163 - Calculus III
- PHYS 131 - Atoms and Waves
- PHYS 201 - Mathematical Methods for Physics
- PHYS 232 - Introduction to Mechanics
- PHYS 233 - Introduction to Electricity and Magnetism
- PHYS 334 - Introduction to Quantum Mechanics and Special Relativity
- PHYS 205 - Mathematical Methods of Physics
- ASTR 210 - Intermediate Astronomy and Astrophysics
- ASTR 312 - Astronomical Techniques

## One of the Following

- ASTR 414 - Astrophysics
- ASTR 416 - Galactic and Extragalactic Astronomy
- ASTR 313 - Planetary Science

## Additional Courses

- Two additional astronomy or physics courses at the 300 or 400 level (excluding PHYS 334, PHYS 336, PHYS 391, PHYS 491, ASTR 312, ASTR 391, and ASTR 491)
- PHYS 410 - Advanced Topics and Experiments

## Physics Major

For more information about the department, honors/high honors, transfer credit, etc., visit the physics and astronomy department page.

### Major Requirements

#### Required Courses

- PHYS 131 - Atoms and Waves (taken first term of first-year)
- PHYS 201 - Mathematical Methods for Physics
- PHYS 205 - Mathematical Methods of Physics (usually taken concurrently with PHYS 233 in the fall of the sophomore year)
- PHYS 232 - Introduction to Mechanics
- PHYS 233 - Introduction to Electricity and Magnetism (usually taken concurrently with PHYS 205)
- PHYS 334 - Introduction to Quantum Mechanics and Special Relativity (usually taken concurrently with PHYS 336 in spring term of sophomore year)
- PHYS 336 - Electronics (usually taken concurrently with PHYS 334 in spring term of sophomore year)
- PHYS 410 - Advanced Topics and Experiments (taken in the fall term of senior year)
- Three additional upper-level courses (300 or 400 level, excluding PHYS 334, PHYS 336, PHYS 391, PHYS 491, ASTR 312, ASTR 391, and ASTR 491)

These course must be taken as soon as possible:

- MATH 161 - Calculus I
- MATH 163 - Calculus III

## Physics Minor

For more information about the department, transfer credit, etc., visit the physics and astronomy department page.

### Minor Requirements

The minor in physics requires PHYS 131, PHYS 232, PHYS 233, and two additional physics courses, at least one of which must be at the 300 or 400 level.

### GPA Requirement

A grade of C– or better in all courses that count toward the minor is required.

# Neuroscience

## Faculty

*Professors Kelly, S. Kraly, Tierney*  
*Associate Professors Hansen (Coordinator), Meyers, Yoshino*  
*Assistant Professor Liu*

Neuroscience is the scientific study of the anatomy and physiology of neurons and neural circuits. The Neuroscience program at Colgate is one of the first two established at undergraduate institutions in the U.S., and has a particularly strong focus on brain-behavior relationships. Its interdisciplinary faculty are drawn from the Department of Psychological & Brain Sciences and the Department of Biology. Additionally, majors take courses in the fields of chemistry, computer science, math, philosophy, and physics. In addition to a broad education, the program offers students the opportunity to focus their research interests on a variety of levels of nervous system functioning, ranging from the activity of single neurons to the behavior of complex organisms.

## Awards

*The William E. and Nellie K. Edmonston Neuroscience Award* — awarded annually to the senior neuroscience major(s) who, in the course of pursuing the major, demonstrate(s) academic excellence, a noteworthy dedication to the field of neuroscience, and an outstanding quality of intellectual curiosity.

## Transfer Credit

Transfer of major credit from other institutions for students already matriculated at Colgate requires *prior written permission* from the registrar and the coordinator of the neuroscience program.

## Honors and High Honors

The requirements for achieving honors and high honors in neuroscience are as follows:

### Honors

1. Overall GPA of 3.30 or better
2. Major GPA of 3.50 or better, calculated across all courses counting toward the major
3. A two-semester independent research project of high quality (NEUR 498 and NEUR 499)
4. Satisfactory oral examination performance on the subject matter of the senior thesis and related fields

### High Honors

1. Overall GPA of 3.50 or better
2. Major GPA of 3.70 or better, calculated across all courses counting toward the major
3. A two-semester independent research project of very high quality (NEUR 498 and NEUR 499)



4. An oral examination performance that demonstrates mastery of the senior thesis and related fields

## Related Major

- Psychological Science Major

## Study Group

Majors may spend a semester at the National Institutes of Health in Bethesda, Maryland, to carry out biomedical research and take courses. In addition, Colgate sponsors a study-abroad program in the natural sciences and mathematics at Cardiff University in Wales, and at the University of Wollongong near Sydney, Australia. See Off-Campus Study.

## Neuroscience Major

The Neuroscience curriculum is organized into three sets of courses, namely a common core set of courses and two sets of elective courses.

For more information about the program, honors/high honors, transfer credit, etc., visit the Neuroscience program page.

## Major Requirements

### Entrance into Major

Students should achieve a C- in NEUR 170 in order to enter the major. Students not meeting this expectation must consult with the coordinator of the program before continuing in the major.

### Core Requirements

- NEUR 170 - Introduction to Neuroscience completed with a grade of C- or better by the end of the first year
- CHEM 101 - General Chemistry I should be completed in the fall of the first year
- CHEM 102 - General Chemistry II should be completed in the spring of the first year
- BIOL 182 - Molecules, Cells, and Genes should be completed in the end of sophomore year
- PSYC 309 - Quantitative Methods in Behavioral Research or BIOL 320 - Biostatistics
- NEUR 498 - Senior Thesis

### Core Electives

#### One of the following

- NEUR 201 - Topics in Neuroscience: Strategies & Discoveries in Systems Neuroscience

- NEUR 202 - Topics in Neuroscience: Strategies & Discoveries in Cellular and Molecular Neuroscience

### One of the following

- Any 300-level biology course (excluding courses based in Ecology and those listed as neuroscience core or general electives)
- CHEM 263 - Organic Chemistry I
- COSC 101 - Introduction for Computing I
- MATH 214 - Linear Algebra
- MATH 315 - Mathematical Biology
- PHIL 225 - Logic I
- PHYS 112 - Fundamental Physics II
- Any 300-level psychological science course (excluding PSYC 309 or those crosslisted as NEUR)

### General Electives

Three courses from the following, with at least one taken from each cluster:

#### Cellular & Molecular Neuroscience

- NEUR 376 - Functional Neuroanatomy and Neural Development
- NEUR 379 - Fundamentals of Neurochemistry/Neuropharmacology
- NEUR 381 - Behavioral Genetics
- NEUR 384 - Fundamentals of Neurophysiology
- NEUR 385 - Neuroethology and NEUR 385L
- NEUR 389 - Molecular Neurobiology

#### Systems Neuroscience

- NEUR 353 - Visual Perception and Cognition
- NEUR 355 - Language and Thought
- NEUR 373 - Brain, Physiology, and Behavior
- NEUR 375 - Cognitive Neuroscience
- NEUR 377 - Psychopharmacology

### Senior Thesis

NEUR 498 - Senior Thesis (one semester) must be taken in the fall or spring of the senior year. During the spring semester of the junior year, students will be asked to identify several areas of interest for their senior-year research experience. Students are then assigned to faculty research supervisors and assigned to the fall or spring semester sections based upon students' interests and the availability of resources.

Students planning honors research are required to enroll in NEUR 498 in the fall of the senior year, followed by NEUR 499 in the spring of the senior year. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking NEUR 498 in the fall and NEUR 491 in the spring.

### GPA Requirement

An overall GPA of at least 2.00 is required in all courses counting toward the neuroscience major. A passing grade must be received for a course to satisfy a major requirement.

# Psychological and Brain Sciences

## Faculty

*Professors* Braaten, Keating (*Chair*), Kelly, S. Kraly, R. Shiner, Tierney  
*Associate Professors* Conti, Hansen, D. Johnson, Martinez, Yoshino  
*Assistant Professors* Cooley, Liu, Tomlinson, Philbrook  
*Visiting Assistant Professor* Dyer  
*Lecturer* Albert

The Department of Psychological and Brain Sciences (PBS) offers two areas of concentration, Psychological Science and Neuroscience.

## Psychological Science

The core of psychological science is the study of human and animal behavior. As a discipline, it is dedicated to identifying and understanding basic and complex processes including sensation and perception, learning and memory, thought and language, motivation and emotion, development, personality, psychopathology, and social interaction. These processes are examined from a variety of levels of analysis; from the genetic and neuronal, to physiological and cognitive systems, and to whole organism responses and group interactions. By its very nature, psychological science has relevance to a wide range of practical, human problems.

Psychological science offers two introductory courses: PSYC 109, a topics course designed for non-majors, and PSYC 150 - Introduction to Psychological Science. For entry into the major, students must pass PSYC 150 and PSYC 200 with a C– or better. Students not meeting these expectations must consult with the department chair and petition the department to request entry into the major.

The department offers a wide range of courses covering topical areas in the field as well as basic (PSYC 200) and advanced research methods (PSYC 498/PSYC 499). In consultation with their departmental advisers, majors are encouraged to select a variety of 200- and 300-level courses in order to acquire breadth of exposure to the broad content and methodologies comprising psychological science. All majors, especially those planning graduate study in psychology, are urged to take more courses in the department than minimally required for the major.

## Awards

*Kevin Carlsmith Prize* — in recognition of an outstanding senior interested in social, personality, or clinical psychology.

*The Sarah Kulkofsky Award* — established in memory of Sarah Kulkofsky '02, to be awarded each year to an outstanding senior interested in cognitive or developmental psychology.

*The Phil R. Miller Prize* — established in memory of Lt. Phil R. Miller '41, who lost his life in the service of his country in World War II, and awarded to a junior or senior psychology major demonstrating unusual interest in and capacity for work in psychology.

*The Service Award in Psychology* — awarded by the department for outstanding contributions to the psychology department through exemplary leadership, service, and achievement.

## Advanced Placement

Entering students who receive scores of 5 on the Advanced Placement examination in psychology are eligible to receive one psychology course credit toward graduation, which will be recorded as PSYC 150 - Introduction to Psychological Science.

## Honors and High Honors

The requirements for achieving honors and high honors in psychological science are as follows:

### Honors

1. Overall GPA of 3.30 or better
2. Major GPA of 3.50 or better, calculated across all courses counting toward the major (including PSYC 499).
3. A two-semester independent research project of high quality
4. Satisfactory oral examination performance on the subject matter of the senior thesis and related fields.

### High Honors

1. Overall GPA of 3.50 or better
2. Major GPA of 3.70 or better, calculated across all courses counting toward the major (including PSYC 499).
3. A two-semester independent research project of very high quality
4. An oral examination performance that demonstrates mastery of the senior thesis and related fields.

## International Exam Transfer Credit

Transfer credit and/or placement appropriate to academic development of a student may be granted to incoming first year students who have achieved a score on an international exam (e.g., A-Levels, International Baccalaureate) that indicates a level of competence equivalent to the completion of a specific course in the department. Requests should be directed to the department chair. Any such credit may not be used to fulfill the university areas of inquiry requirement, but may count towards the major.

## Related Major

- Neuroscience Major

## Transfer Credit and Study Groups

Transfer of psychological science credit from other institutions by students already matriculated at Colgate requires *prior written permission* from the registrar *and* the department. Normally, no more than one transfer course or one Colgate Study Group course may count toward the major/minor.

Colgate sponsors study-abroad programs in the natural sciences and mathematics at Cardiff University in Wales and at the University of Wollongong near Sydney in Australia. See Off-Campus Study.

## Psychological Science Major

For more information about the department, honors/high honors, transfer credit, etc., visit the Psychological and Brain Sciences page.

### Major Requirement

The program (at least nine courses) required of majors is as follows (no more than two 300-level courses per term can be counted towards the major):

### Required Courses

- PSYC 150 - Introduction to Psychological Science (which must be passed with a grade of C– or better, should be taken by the end of the sophomore year.)
- PSYC 200 - Research Methods in Psychological Science (which must be passed with a grade of C– or better, should be completed by the end of the sophomore year.)
- PSYC 275 - Biological Psychology (should be completed by the end of the junior year.)
- PSYC 309 - Quantitative Methods in Behavioral Research (should ideally be taken by the end of the junior year.)
- PSYC 498 - Senior Research

### Four Additional Courses

- These courses must be selected from the following areas:
  - Cognitive Psychology (PSYC 250–259, PSYC 350–359)
  - Developmental/Social/Personality/Clinical Psychology (PSYC 260–269, PSYC 340–349, PSYC 360–PSYC 369)
  - Neuroscience (PSYC 370–PSYC 379, PSYC 380–PSYC 389)
- At least one of the courses must be taken at the 200 level, and at least two of the courses must be taken at the 300 level.
- Students must take at least one course in the area of Cognitive and at least one course in the area of Developmental/Social/Personality/Clinical.
- Note that PSYC 291, PSYC 391, PSYC 491, and PSYC 499 do not count as one of these four additional courses.

### Senior Thesis

PSYC 498 - Senior Research must be taken in the fall or spring term of the senior year. During the spring term of the junior year, students identify several areas of interest for their senior-year research experience. Students are then assigned to faculty research supervisors and assigned to the fall or spring semester sections based upon students' interests and the availability of resources. Most students will take PSYC 498; on the rare occasions when PSYC 450 or PSYC 460 is offered students may substitute that seminar for PSYC 498. Students planning honors research are required to enroll in PSYC 498 in the fall of the senior year, followed by PSYC 499 in the spring of the senior year. On occasion, students who are not pursuing

honors or high honors may complete two semesters of senior research by taking PSYC 498 in the fall and PSYC 491 in the spring.

## GPA Requirement

An overall GPA of at least 2.00 is required in all courses counting toward the psychological science major. A passing grade must be received for a course to satisfy a major requirement.

## Psychological Science Minor

For more information about the department, honors/high honors, transfer credit, etc., visit the Psychological and Brain Sciences page.

## Minor Requirements

All of the following:

- PSYC 150 - Introduction to Psychological Science (must pass with a C- or better)
- PSYC 200 - Research Methods in Psychological Science and PSYC 200L (must pass with a C- or better)
- PSYC 275 - Biological Psychology
- PSYC 309 - Quantitative Methods in Behavioral Research
- Two additional electives, one of which must be at the 300 level or higher (excluding PSYC 291, PSYC 391, and PSYC 491)

## GPA Requirement

An overall GPA of at least 2.00 is required in all courses counting toward the psychological science minor. A passing grade must be received in all courses taken to satisfy the requirements for successful completion of a minor.

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# Division of Physical Education, Recreation, and Athletics

Colgate University's recognition of the importance of personal health and well-being as it relates to the liberal arts education is fostered through the Physical Education requirement. The Department of Physical Education offers a variety of programs and courses that directly reflect Colgate's commitment to every student's physical, social, mental and environmental well-being.

The Department of Physical Education takes a holistic approach to curriculum development through collaboration with offices and departments across campus. The requirement can be met through a variety of programs and courses that include varsity and club level athletics, dance, outdoor education, volunteerism and five-week courses in health, fitness, positive sexuality, stress management, and many more.

The goal of this requirement is to encourage students to establish life-long healthy habits, expand student perspectives on personal and community well-being, and to better inform Colgate students of the departments and resources available to them on campus.

## Physical Education Requirement

Students must complete two physical education units. Students are highly encouraged to complete the requirement by the end of their sophomore year. Participating in approved extracurricular activities may earn up to one unit per activity. Varsity athletes may complete the two unit requirement by earning one unit for every full-year of team participation. Further regulations and specifications regarding the physical education requirements are cited on Colgate's physical education web pages.

## Transfer Students

First-year and sophomore transfer students must complete two units. Junior transfer students must complete one unit.

## Awards

*The Director of Athletics Award* — presented to a student-athlete who has proven leadership ability, outstanding athletics achievement, accomplished excellence in the classroom, and provided service to the institution.

*Donna Carter Memorial Fund* — recognizes athletic and academic achievement in women and swimmers. The annual award is named for an outstanding swimmer and member of the class of 1980 who died in a rock climbing incident June 20, 1979, near Basel, Switzerland.

*The Gottesman Award for Excellence in the Sciences and Athletics* — given to the senior student-athlete who has excelled both as a science major and in athletics, and plans to attend graduate school in the sciences.

*The Joseph Huther Prize* — established to provide awards to two senior intercollegiate athletes, one male and one female.

*The John T. (Jack) Mitchell Memorial Award*— awarded by the athletic department in memory of Jack Mitchell, a member of the biology faculty from 1975 to 1996 and an avid supporter of Colgate athletics. The award is given to the graduating student-athlete with the highest grade point average.

*Team Academic Excellence Award*— awarded by the athletic department to a men's and women's team whose members demonstrate exceptional dedication to academics.

*The Thomas M. Wilson '67 Memorial Endowed Leadership Award*— established in memory of Thomas M. Wilson '67. The prize(s) are given to superior senior scholar-athletes, in high academic standing, who have demonstrated excellence in responsible leadership both with their teams and in the Colgate campus and community. Preference is given first to football players, then to other scholar-athletes. Preference also is given to scholar-athletes in the fraternity/sorority system.

For more information visit the [Division of Physical Education, Recreation, and Athletics web pages](#).

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## Division of Social Sciences

*Director A. Burnett*

The Division of Arts and Humanities houses the departments/programs listed below:

## Division of Social Sciences

*Director Burnett*

The Division of Social Sciences is composed of the Departments of Economics, Educational Studies, Geography, History, Political Science, and Sociology & Anthropology, as well as the International Relations Program.

### Social Science Topical Major

The Social Sciences division supervises students considering a social science topical major, if they wish to focus their studies in interdisciplinary areas not encompassed by approved majors. Students must first discuss a possible program of study with an appropriate academic adviser, and then provide the division director with the proposed program and a rationale for this program (no later than the student's fifth term at Colgate).

For more information about the division, honors/high honors, transfer credit, etc., visit the social sciences division page.

### Major Requirements

The major must include a minimum of nine courses that closely relate to a common theme and are complementary; a maximum of two of these courses may be counted toward another major. Please note that four of the nine courses must be courses taught by members of the Social Science departments. Equally, four of the courses counted toward the topical major must be at the 300 or 400 level. Students must produce a capstone 400-level research project, preferably as a member of a non-independent study course taught by a member of a Social Science department.

### GPA Requirement

An overall GPA of at least 2.0 is required for the courses chosen to meet the major requirements.

## Economics

### Faculty

*Professors* Baldani, Haines, Kato, Khanna, Michl, Turner (*Chair*), Simpson, Sparber, Waldman  
*Associate Professors* Castilla, Jaremski, Scrimgeour  
*Assistant Professors* Anderson, Globus-Harris, Higgins, Klotz, Lillethun,, Sapci, Sharma, Song, Sprick  
Schuster  
*Visiting Assistant Professors* Beyene, Blume-Kohout, Hasan, Ludwinski, Ma, Magin  
*Lecturer* Owen

The basic objective of the Department of Economics is the development of students' understanding of economics as the social science that deals with production, consumption, and market exchange activities. All students begin with ECON 151 - Introduction to Economics. Majors advance through a core of analytical courses and choose among a series of options in theoretical and applied economics. Students with an interest in graduate work leading to careers in such fields as economics, law, business, public administration, or the foreign service are asked to discuss these objectives early in their college careers in order to plan an adequate program in economics. While not an undergraduate business or professional school, the department provides essential background for a variety of career interests.

## Course Information

ECON 151 is a prerequisite for all courses numbered above 200.

ECON 251 is a prerequisite for all courses numbered between 300 and 349.

ECON 251 and ECON 252 are prerequisites for all courses numbered between 350 and 374.

ECON 251, ECON 252, and ECON 375 are prerequisites for all courses above 375.

Courses numbered below ECON 150, including ECON 105, cannot be counted as part of the major program.

## Preparation for Graduate School

For students considering graduate school in business administration, at least two courses in mathematics (preferably MATH 161 and MATH 162) and one computer science course (such as COSC 101) are strongly recommended. Students considering graduate school in economics are strongly encouraged to take these courses, as well as additional courses in mathematics, including MATH 214 and MATH 377. Students with these interests should also consider the mathematical economics major described here and consult with their academic adviser as early as possible. Students considering graduate work in economics leading to a PhD should consider pursuing a double major in economics and mathematics.

## Awards

*The Chi-Ming Hou Award for Excellence in International Economics* — established in honor of the late Chi-Ming Hou, who was a member of the Colgate economics department from 1956 to 1991, for outstanding achievement in international economics.

*The Marshall-Keynes Award for Excellence in Economics* — awarded by the department to the senior with the strongest, sustained performance in analytical economics and on the basis of the comprehensive examination.

*The J. Melbourne Shortliffe Prizes* — established in honor of the late J. Melbourne Shortliffe, chair of the economics department emeritus, and awarded to outstanding graduating seniors who have majored in economics.

## Advanced Placement and Transfer Credits

A score of 4 or 5 on both the microeconomics and macroeconomics AP exams will exempt incoming students from ECON 151; no credit is given if only one AP exam is taken or if a score of 3 or lower is received on either exam. No transfer credit is given for ECON 105 - Principles of Accounting. Except for students transferring from another college or university, no transfer credit will be given for ECON 251, ECON 252, or ECON 375, and no more than two courses in economics taken elsewhere can be accepted for major credit. These courses must be comparable to what is offered in a liberal arts economics program.

Students who hope to transfer course credit must consult with the department prior to enrolling elsewhere. Students returning from summer courses or study groups are not entitled to retroactively seek major credit in the department. Students participating in a Colgate approved program are only eligible for major credit when attending programs on the departmental approved list: up to two courses taken on a departmentally approved program may be transferred towards the major and one course may be transferred towards the minor. No major or minor credit is granted for courses taken while participating in an approved program that is not on the economics department list, and no minor credit is given for any other courses, including summer courses.

All transfer courses must have a minimum prerequisite that is equivalent to Colgate's ECON 151 course and the department recommends taking courses that have ECON 251 and/or ECON 252 as prerequisites. Students who transfer to Colgate from other institutions may be granted more than two course credits toward the major at the discretion of the department chair.

## Honors and High Honors

### Economics

To be invited to participate in the honors program, students need a minimum 3.33 GPA in the three core courses: ECON 251, ECON 252, and ECON 375. To qualify for departmental honors, a student must enroll in the year-long honors seminar (ECON 489 and ECON 490) in which each student writes an honors thesis. Students also present their projects to the seminar and act as discussants of other projects. Certification of honors and high honors will be based mainly on the quality of the honors paper. In addition, honors candidates must have, at graduation, a B+ average (A– for high honors) in the nine economics courses taken for major credit, and must receive a satisfactory grade in ECON 490.

### Mathematical Economics

Special rules apply to honors in mathematical economics.

Since the major also includes the requirements for an economics program, special rules apply for honors. A mathematical economics major has two mutually exclusive options:

1. qualifying for honors or high honors in economics by satisfying the honors criteria for the economics major. Under the first option the student will receive the honors certification in economics as a mathematical economics major, or
2. qualifying for these honors in mathematical economics by satisfying the same criteria except that the departmental GPA is calculated for all 13 of the required courses.

## Related Major

- **Environmental Economics Major**

## The London Economics Study Group

Based in London, the group studies selected economic problems and institutions of the United Kingdom and the European community. See Off-Campus Study.

## Economics Major

For more information about the department, honors/high honors, transfer credit, etc., visit the economics department page.

## Major Requirements

Prospective majors should aim to complete ECON 151, ECON 251, ECON 252, and statistics by the end of sophomore year, especially if they plan to study abroad during their junior year and they should aim to complete ECON 375 by the end of junior year.

The major in economics consists of one course in mathematics and nine courses in economics unless pre-matriculation credit (e.g., AP or transfer student credit) for ECON 151 has been received. Students who have received pre-matriculation credit for ECON 151 must complete a minimum of eight (8) economics courses.

The major requirements consist of the following:

## Prerequisite

One of the following is the prerequisite to ECON 375. Students who have taken an equivalent course may petition the department chair for an exemption.

- CORE 143S - Introduction to Statistics
- MATH 105 - Introduction to Statistics

## Required Courses

- ECON 151 - Introduction to Economics (prerequisite to all advanced ECON courses at the 200-400 level)
- ECON 251 - Intermediate Microeconomics (must earn a grade of C or better)
- ECON 252 - Intermediate Macroeconomics (must earn a grade of C or better)
- ECON 375 - Applied Econometrics (must earn a grade of C or better)
- Four economics electives. At least two of these electives must be numbered above 300.

Students are encouraged to take ECON 251 before ECON 252.

## Senior-Level Seminar

A senior-level seminar, at the 410 level or above, is required of all majors. ECON 490 cannot be used to satisfy the seminar requirement except in unusual circumstances and with the permission of the department chair.

## GPA Requirement

Satisfactory completion requires a minimum GPA of 2.00 in the economics courses counting towards the major.

## Major Declaration

In order to declare the major, students must have first earned a grade of C or better in either ECON 251 or ECON 252. Students who declare a major while enrolled in one of these courses may file "provisional" major declarations. Students with a grade lower than C in ECON 251, ECON 252, or ECON 375 may not declare a major until a grade of C or higher is earned.

## Economics Minor

For more information about the department, transfer credit, etc., visit the economics department page.

## Minor Requirements

Students who minor in economics must complete a minimum of five (5) economics courses unless they have received pre-matriculation credit (e.g., AP or transfer student credit) for ECON 151. Students who have received pre-matriculation credit for ECON 151 must complete a minimum of four (4) economics courses.

The requirements of this program are as follows: ECON 151, ECON 251, and ECON 252, and two other economics courses (excluding ECON 105). At least one of the electives must be above 300.

A minimum grade of C is required for ECON 251 and ECON 252, and in order to declare an economics minor students must have first earned a grade of C or better in either ECON 251 or ECON 252.

Satisfactory completion of the minor requires a minimum GPA of 2.00 in the five economics courses.

## Mathematical Economics Major



The major is designed to encourage a student with strong interests in the two areas to develop a deeper understanding of economics by viewing it, in part, as an area of applied mathematics. This major should be considered seriously by all those intending to pursue graduate studies in economics, business, or quantitative social science, and also by those desiring a more flexible commitment to the major programs in these two departments.

Students who intend to pursue a double major in both economics and mathematics and/or a PhD in economics are strongly encouraged to take additional mathematics courses, including MATH 377.

For more information about the department, honors/high honors, transfer credit, etc., visit the economics department page.

## Major Requirements

Prospective majors should aim to complete ECON 151, ECON 251, ECON 252, and statistics by the end of sophomore year, especially if they plan to study abroad during their junior year.

At least one of the ten economics courses must be a senior-level seminar (at the 410 level or above). ECON 490 cannot be used to satisfy the seminar requirement except in unusual circumstances and with the permission of the department chair.

The major consists of three mathematics courses and ten economics courses unless pre-matriculation credit (e.g., AP or transfer student credit) for ECON 151 has been received. Students who have received pre-matriculation credit for ECON 151 must complete a minimum of nine (9) economics courses.

The major requirements consist of the following:

## Prerequisite

One of the following is the prerequisite to ECON 375. Students who have taken an equivalent course may petition the department chair for an exemption. However, mathematical economics majors are encouraged to consider taking MATH 316 instead.

- CORE 143S - Introduction to Statistics
- MATH 105 - Introduction to Statistics

## All of the Following

- ECON 151 - Introduction to Economics (prerequisite to all advanced ECON courses at the 200-400 level)
- ECON 251 - Intermediate Microeconomics (must earn a grade of C or better)
- ECON 252 - Intermediate Macroeconomics (must earn a grade of C or better)
- ECON 374 - Mathematical Economics
- ECON 375 - Applied Econometrics (must earn a grade of C or better)
- MATH 163 - Calculus III
- Two additional MATH courses (MATH 214 or higher) chosen in consultation with the student's adviser
- Four additional economics electives (excluding ECON 105). At least two of these electives must be numbered above 300.

## One of the Following

At least one of the following:

- ECON 345 - Games and Strategies
- ECON 474 - Seminar in Mathematical Economics
- ECON 475 - Seminar in Econometrics

## GPA Requirement

Satisfactory completion of the major requires a minimum GPA of 2.00.

## Major Declaration

In order to declare the major, students must have first earned a grade of C or better in either ECON 251 or ECON 252. Students who declare a major while enrolled in one of these courses may file "provisional" major declarations. Students with a grade lower than C in ECON 251, ECON 252, or ECON 375 may not declare a major until a grade of C or higher is earned.

## Educational Studies

### Faculty

*Associate Professors* Palmer, Stern (*Chair*)  
*Assistant Professors* Bonet, Ríos-Rojas, Taylor, Woolley  
*Visiting Assistant Professors* Mitchell, Sanya  
*Senior Lecturer* Gardner

The Department of Educational Studies offers two distinct undergraduate programs: (1) a major or minor in educational studies and (2) a preparation program for students intending to teach at either the elementary or secondary level. The department also offers a Master of Arts in Teaching (MAT) program for students preparing to teach at the secondary level.

Given these programs, the department offers a comprehensive study of formal and informal educational institutions and practices, and the ways they are affected by social forces. Interdisciplinary by design, classes draw on diverse methods of inquiry to analyze critically the historical and contemporary ways that people educate and are educated in the United States and societies across the globe. Theory, research, and practice work together to help students become more informed as consumers and producers of knowledge in a variety of educational contexts. Students learn to ask questions about the relationships between knowledge, power, and identity in educational contexts, and to reimagine education and its contribution to a democratic society.

## Study Groups

**The South Korea Study Group** is a joint program between Educational Studies and Asian Studies. The program offers a dynamic experience for any Colgate University student due in part to its efforts to become a leader in the newly forming globalized world in which we live. South Korea is highly regarded for its rapid modernization, yet the people still hold to its traditional ways in mind and spirit. While the focus is on students' development of educational studies theory and practice from a global perspective, they also gain a fascinating sociocultural experience.

Students enroll in four courses. The Director provides two courses for the students, one of which provides an opportunity to design a research project with a fieldwork component. Students then take two courses from the host university, Yonsei University. Yonsei offers a variety of courses in English. One course must be on the topic of Korea or East Asia. Prerequisites normally include EDUC 101 and at least one course in Asian Studies.

**The Philadelphia Study Group** offers students who are interested in a wide range of questions in and around education, urban studies, public policy, and social justice a full semester of coursework and experience in one of the most historically iconic and dynamic cities in the world. Lauded as "the birthplace of American democracy," Philadelphia will be the backdrop through which the program will critically engage in an exploration of contemporary education policy and its relationship to material questions about the changing spatial and demographic topographies of American cities and theoretical questions about changing relationship between the public and the state. In close conversations with students, teachers, families, and community members, this program will provide an experimental platform to gain a more robust understanding about the issues surrounding contemporary education and urban policy and the community-based struggles that have emerged in response.

## Awards

*The Award for Excellence in Childhood Education* — awarded by the department for excellence in elementary student teaching.

*The Award for Excellence in Adolescence Education* — awarded by the department for excellence in secondary student teaching.

*The Charles H. Thurber Award* — named after the first professor of pedagogy at Colgate (1893) and awarded by the department to an outstanding senior major.

## Honors and High Honors

Students majoring in educational studies will have the option to apply for the EDUC 460 Honors Seminar, which will be offered during the spring term of their senior year. GPA is only one factor in the application, but generally students with an overall GPA of 3.30 and a departmental GPA of 3.50 will be considered for graduation with honors in educational studies. A departmental GPA of 3.70 and overall GPA of 3.30 will be considered for graduation with high honors.

All majors will be notified at the beginning of the fall semester of their senior year of the honors application procedures. The application deadline will normally be in late November and includes current transcripts, letter of recommendation, and a full proposal of the honors project to be conducted in the Honors Seminar.

Students will need to work closely with a department faculty member, ideally the faculty member leading EDUC 450 Senior Seminar Capstone in the fall semester, prior to submitting the proposal. Seniors will normally develop their honors project proposal during the fall term while enrolled in EDUC 450.

Department faculty will review all proposals and will notify students of their standing prior to the end of the fall semester. Once admitted, students will typically enroll in the Honors Seminar during the spring term of their senior year. The student will work with the Honors Seminar professor and one additional faculty adviser assigned by the department to complete and defend the honors project.

Students are required to defend their thesis. The defense will normally take place during the last week of classes in the spring semester. This involves a formal presentation of the thesis. The entire department of educational studies faculty will attend the defense and provide input to the Honors Seminar professor and the faculty adviser.

The designation of 'honors,' 'high honors,' or 'neither' will be determined by the Honors Seminar professor and the faculty adviser.

An honors project must bring something new into the world—it must teach us something or consider a particular question in a new light. In order to do this well, students will need to clearly articulate what the field of Educational Studies is and how their project is situated within our modes of inquiry/knowledge production. In order to take on an honors project, students will need to be interested in the topic in a way that they experience passionately, as well as intellectually.

## The Teacher Preparation Program

*Director Gardner*

The preparation of teachers is an all-university responsibility, generally directed by the Department of Educational Studies. The program encompasses liberal studies in education as well as studies and experiences designed to develop teaching effectiveness and professional leadership. The emphasis is on developing the student's ability to relate knowledge and theory to skillful teaching in the interest of promoting greater social justice and environmental sustainability. Colgate's undergraduate adolescence and childhood certification programs and the MAT adolescence programs are accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years from May 7, 2014 until May 7, 2021.

There are three ways to become a certified school teacher through the Teacher Preparation Program at Colgate. The first is the undergraduate teacher education program, which can be completed in the four-year undergraduate period and certifies successful candidates in childhood education (grades 1–6). The second is the undergraduate teacher education program, which can be completed in the four-year undergraduate period and certifies successful candidates in secondary education (grades 7–12). And the third is through Colgate's MAT program. The MAT program certifies only at the secondary education level.

Successful completion of all requirements in all certification programs leads to recommendation for New York State initial teacher certification.

Students interested in pursuing teacher certification in New York State are strongly encouraged to have taken EDUC 101, one of the Social and Cultural Diversity in Schooling, Teaching, and Learning classes and one of The Nature of Childhood Education and Development courses prior to the end of their sophomore year.

Students who wish to enter the program should submit an application to the director of teacher preparation as soon as possible. An overall Colgate GPA of at least 2.50 is required at the time of application. Application materials include a letter of intention by the student and a letter of recommendation by a Colgate faculty member. Acceptance into a teacher certification program does not guarantee acceptance into the student-teaching semester.

Students are tentatively approved for student teaching in the spring of their junior year. Final approval depends on successful completion of all prerequisite courses in their program by the end of the spring term. A decision is made by the department to approve a candidate for student teaching based on previous academic performance at Colgate as well as the apparent suitability of the candidate for the teaching profession. The student must also submit to the program a letter of recommendation written by an individual who has observed the student in some teaching/learning capacity in a school setting. In general, the following GPA requirements will apply: for the secondary teaching programs, students should maintain a 3.00 GPA in education courses, 3.00 in the teaching field, and 3.00 overall; for the elementary teaching program, students will be expected to have a 3.00 GPA in education courses and a 3.00 overall.

Candidates for teacher certification in New York must pass competency examinations prepared by the State Education Department. (For comparative data from Colgate and other teacher education programs within New York State see [www.highered.nysed.gov](http://www.highered.nysed.gov)) Initial certification is available to U.S. citizens and to non-citizens who have completed a letter of intent to become a U.S. citizen. Teacher certification students are required to spend a minimum of 100 hours in a variety of field experiences related to coursework prior to student teaching. Please note that completing certification requirements is not the same as majoring in educational studies.

Students who wish to gain New York State teacher certification have the option of completing their professional semester in the fall term following graduation as part of the ninth semester program. To be eligible for this special program, students must have received their Colgate degree in the academic year prior to the professional semester and completed all other certification prerequisites prior to enrolling in the ninth semester. In the ninth semester, students are allowed to enroll only in the professional semester courses, which consist of two or three seminars (depending upon adolescence or childhood certification) and student teaching. Students admitted into the ninth semester program will be charged a small

administrative fee (currently waived), must meet the usual requirements for enrollment at Colgate (such as proof of health insurance), and are responsible for locating their own off-campus housing. Students interested in the ninth semester program should meet with an educational studies faculty member to determine if they are eligible and apply to the program in the spring of their senior year.

## Childhood Teacher Certification

*Director Gardner*

The elementary certification program is currently offered at the undergraduate level only. The program leads to New York State teacher certification in grades 1–6. It combines program of study with both liberal arts and educational coursework. Students are required to obtain 96 liberal arts credits out of a total of 128 in order to be eligible for state certification.

Students should begin the certification program as early as possible in their academic career at Colgate. Students are required to apply to the teacher preparation program with a suggested deadline of November 1 of their sophomore year. Students will complete student teaching during the fall term of their senior year or in an extended ninth-semester. This professional semester includes two teaching methodology seminars, and an advanced course on the diagnosis and remediation of reading problems.

For more information visit the educational studies department page.

## Certificate Requirements

### Education as a Social Institution

- EDUC 101 - The American School

### Social and Cultural Diversity in Schooling, Teaching, and Learning

One course from Social and Cultural Diversity in Schooling, Teaching, and Learning

### The Nature of Childhood Education and Development

All of the courses from The Nature of Childhood Education and Development

## Recommended Electives

- EDUC 214 - Teaching and Learning
- EDUC 321 - Educational Psychology

## Professional Student Teaching Semester

- EDUC 451 - Seminar on Curriculum and Instruction in English/Social Studies
- EDUC 453 - Seminar on Curriculum and Instruction in Science/Mathematics

- EDUC 454 - Diagnosis and Remediation of Reading Problems
- EDUC 455 - Student Teaching
- EDUC 456 - Dignity in Schools

## Course requirements outside of Educational Studies

- One laboratory science course in biology, chemistry, physics, geology, or astronomy
- One American history course
- One mathematics course
- One computer literacy course from the following:
  - COSC 100 Computers in the Arts and Sciences
  - CORE 143S CORE 143S - Introduction to Statistics
  - PSYC 309 PSYC 309 - Quantitative Methods in Behavioral Research

## Other Requirements

- Fieldwork — 100 hours
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Fingerprinting
- DASA training (Dignity for All Students Act)

## Educational Studies Major

Courses are designed for liberal arts students interested in studying the problems and prospects of education, the nature and function of educational inquiry, the processes and outcomes of educational practices, the role of educational theory in school practice, and the relation of educational institutions to other social institutions. In these courses students are exposed to a variety of methodologies and perspectives.

For more information about the department, honors/high honors, transfer credit, etc., visit the educational studies department page.

## Major Requirements

Students are encouraged to take one 200-level course before the end of their sophomore year. Students may count up to one independent study course for major credit.

Students take nine courses in the department, which include the following requirements:

## Required Courses

- EDUC 101 - The American School (completed by the end of the sophomore year)
- EDUC 226 - Introduction to Research Methods in Education (completed by the end of the sophomore year)

- EDUC 450 - Senior Seminar Capstone (completed in fall of the senior year). This class is designed around the expectation that students will pursue a research project that expands or extends themes of work completed in previous courses.



## Pedagogy and Praxis Designation

One of the following:

- EDUC 202 - The Teaching of Reading
- EDUC 204 - Child and Adolescent Development
- EDUC 207 - Inclusive and Special Education
- EDUC 214 - Teaching and Learning
- EDUC 231 - Inquiry Based Teaching in the Schools
- EDUC 245 - Globalization's Children: The Education of the "New" Immigrants in the United States
- EDUC 317 - Democracy and Education
- EDUC 318 - High-Needs Schools
- EDUC 321 - Educational Psychology
- EDUC 332 - Disability, Difference, and Inclusion

## Additional Courses

- Five additional courses, selected by the student in close conversation with their adviser, choose the courses that facilitate both breadth and depth within the field of educational studies

Note: Students must take at least two courses at the 300 level

## GPA Requirement

A minimum GPA of 2.00 is required for the nine courses that are counted for major credit. All courses taken for the major are counted in the GPA.

## Educational Studies Minor

The Educational Studies Minor is divided into three unique tracks:

- General
- Elementary Education
- Secondary Education

Students exploring educational studies as a liberal art (social and cultural foundations of education) will follow the General Track. Students who have applied and been accepted into the Teacher Preparation Program will follow either the Elementary Education or Secondary Education Track (please consult with the Director of Teacher Preparation Programs). Students seeking teacher certification at the Elementary Education level (grades 1-6) will follow the Elementary Education Track. And students seeking teacher certification at the Secondary Education level (grades 7-12) will follow the Secondary Education Track.

For more information about the department, transfer credit, etc., visit the educational studies department page.

## General Track Requirements

A minor in Educational Studies - General Track provides a mix between different areas of inquiry open to students interested in pursuing careers in the field of education, such as teaching, policy, and research.

For the minor in Educational Studies - General Track, students are required to take a total of five courses as follows:

- EDUC 101 The American School
- Four additional courses, which will depend upon the student's area of interest.

## Elementary Education Track Requirements

For the minor in Educational Studies - Elementary Education Track, students are required to take a total of six courses prior to student teaching as follows:

- EDUC 101 The American School
- Five additional courses will consist of:
  - One course in Social and Cultural Diversity in Schooling, Teaching, and Learning
  - Four courses in The Nature of Childhood Education and Development

## Secondary Education Track Requirements

For the minor in Educational Studies - Secondary Education Track, students are required to take a total of six courses prior to student teaching as follows:

- EDUC 101 The American School
- Five additional courses will consist of:
  - One course in Social and Cultural Diversity in Schooling, Teaching, and Learning
  - Four courses in The Nature of Childhood Education and Development

## Secondary Education Teacher Certification

*Director Gardner*

The secondary education certification program is offered at the undergraduate and MAT levels. In both the MAT and undergraduate programs, certification is available in English, history, mathematics, chemistry, biology, earth science, and physics; however, certification in chemistry, biology, and physics is more easily completed in the MAT program. The program combines a major in one of these chosen academic fields with courses in educational theory and practice. Students who complete the program will have a strong background in teacher education and a New York State approved major from a department on campus.

Students should begin the certification program as early as possible, but no later than the beginning of their sophomore year. Students must formally apply to the program by November 1 of their sophomore year, and it is strongly recommended that they apply during their first year at Colgate. Students must reserve the fall term of their senior year for student teaching, teaching seminars, and an advanced course on the diagnosis and remediation of reading problems.

For more information visit the educational studies department page.

## Certificate Requirements

### Education as a Social Institution

- EDUC 101 - The American School

## Social and Cultural Diversity in Schooling, Teaching, and Learning

One course from Social and Cultural Diversity in Schooling, Teaching, and Learning

## The Nature of Childhood Education and Development

All of the courses from The Nature of Childhood Education and Development

## Recommended Electives

- EDUC 214 - Teaching and Learning
- EDUC 321 - Educational Psychology

## Professional Student Teaching Semester

All of the following:

- EDUC 454 - Diagnosis and Remediation of Reading Problems
- EDUC 455 - Student Teaching
- EDUC 456 - Dignity in Schools

## And One of the Following Depending on Topic Area of Certification:

- EDUC 451 - Seminar on Curriculum and Instruction in English/Social Studies
- EDUC 453 - Seminar on Curriculum and Instruction in Science/Mathematics

## Other Requirements

- Fieldwork — 100 hours
- Child abuse workshop (two hours of training in the identification of suspected child abuse/maltreatment)
- Violence intervention and prevention workshop
- Fingerprinting

# Geography

## Faculty

*Professors* Burnett, Hays-Mitchell, Klepeis, E. Kraly, Monk, Scull (*Chair*)  
*Associate Professors* Graybill, Loranty, Meyer, Yamamoto  
*Assistant Professors* Ballvé  
*Visiting Assistant Professor* Kropp  
*A. Lindsay O'Connor Associate Professor* Brenner

Geography bridges perspectives in the social and natural sciences to study people and the environment. In addition to deepening knowledge of biophysical and social change processes in their own right, diverse methodological approaches uncover the relationships between humans and natural and social environments.

Students use integrative explanatory frameworks to grapple with critical areas of inquiry: the geopolitics of conflict, climate science, biogeographies of endangered species, public health, urban planning, disaster mitigation, international development, environmental and social justice, and natural resource management, among them.

Two 100-level courses--GEOG 105 Climate and Society and GEOG 107 Is the Planet Doomed? - introduce prospective majors and other interested students to the perspectives of the discipline. Two courses required for majors - GEOG 211 Geographies of Nature, Economy, Society and GEOG 231 Geography of the Physical Environment - cover major geographical themes regarding human society and the biophysical environment.

Exposed to the full spectrum of disciplinary subfields — physical, human, and nature-society geography as well as geographical techniques — the major provides a good foundation for graduate work or future employment in both the private and public sectors. Examples of careers pursued by recent graduates are found here: [Success after Colgate](#).

### Physical Geography:

- GEOG 231 - Geography of the Physical Environment
- GEOG 332 - Weather and Climate
- GEOG 335 - Soil Geography
- GEOG 336 - Biogeography
- GEOG 338 - Earth System Ecology

### Human and Nature-Society Geography:

- GEOG 304/PCON 304 - Criminal Underworld: Drugs, Guns, Bodies
- GEOG 305/MIST 305 - Geopolitics of the Middle East
- GEOG 306 - The Geography of Happiness
- GEOG 308/REST 308 - Authoritarian Capital Cities of Eurasia (Extended Study) (PO)
- GEOG 309/ALST 309 - Latin America: Critical Landscapes of Development
- GEOG 310/PCON 310 - Geopolitics
- GEOG 311 - Global Urban
- GEOG 312 - The American City
- GEOG 313 - Geographical Political Economy: Asia in Globalization
- GEOG 314/SOCI 314 - Population Issues and Analysis

- GEOG 315 - Sustainable Livelihoods in Asia
- GEOG 316 - Environmental and Public Health Geographies
- GEOG 318/SOCI 318 - International Migration, U.S. Immigration, and Immigrants
- GEOG 319 - Population and Environment
- GEOG 320 - Globalization, Development, and Environment
- GEOG 321 - Gender, Justice, and Environmental Change
- GEOG 322 - Ecologies of the City
- GEOG 323/REST 323 - Arctic Transformations (PO)
- GEOG 324 - International Environmental Policy
- GEOG 325 - Water and Society
- GEOG 326 - Environmental Hazards
- GEOG 328 - Sustainability and Natural Resources
- GEOG 329/PCON 329 - Environmental Security
- GEOG 340 Geographic Information Systems and Society

Research Methods:

Full-credit courses:

- GEOG 245 - Geographic Information Systems
- GEOG 250 - Research Methods

Half-credit courses:

- GEOG 251/SOCI 251 - Media Frame and Content Analysis
- GEOG 253/SOCI 253 - Interviews
- GEOG 341 - Cartography
- GEOG 346 - Advanced Geographic Information Systems
- GEOG 347 - Satellite Image Analysis

## Awards

*The Peter Gould Award in Geography* — awarded by the department to a senior geography major who has enriched the geography community through exemplary leadership, service, and achievement.

*The Shannon McCune Prize in Geography* — awarded by the department to the senior geography major who has been judged by the department's faculty to demonstrate outstanding academic merit and promise.

*The Kevin Williams '10 Endowed Memorial Fellowship Award* — established in memory of Kevin Williams '10 to provide stipend support for one or more geology and/or geography majors to study abroad.

## Transfer Credit

Transfer credit should be arranged in consultation with the department chair. Typically, the department will accept for major credit a maximum of two geography courses taken from department approved study abroad programs and/or Colgate study groups. Courses taken from non-approved programs may be eligible for one major credit with department approval. Regardless of the source, the number of non-Colgate courses used for major credit in geography cannot exceed two. To be accepted, courses must be comparable in quality and scope to courses offered at Colgate. Students who hope to transfer course credit must consult with the department chair prior to enrolling elsewhere. Transfer credits may not be used to satisfy the department's required courses.

## Honors and High Honors

Students in geography wishing to pursue honors must have a major GPA of 3.50 or better. Students pursuing honors who have a major GPA of 3.70 or better may be eligible for high honors. In such cases, the geography faculty will determine whether the completed honors project is of sufficient quality to warrant such an award. Eligible seniors who wish to pursue honors must follow the guidelines for honors in geography. If approved for preliminary honors work, students will register for GEOG 490, a half-credit course in preparation for honors work, during the fall semester. If given final approval for honors work, students will register for GEOG 499, during the spring term. At the end of the spring term, candidates for honors will make oral presentations of their completed honors projects to the members of the department. The decision to award honors will be made by the department in consultation with the faculty advisers based on the quality of the honors project, oral defense, and other evidence of distinction.

## Related Major

- Environmental Geography Major

## Australia Study Group (fall term)

This study group is sponsored by the Department of Geography and Environmental Studies Program (ENST) and focuses on the social and environmental diversity of Australia. It is led by a member of the geography or ENST faculty and provides a valuable complement to the Colgate-based geography curriculum. See Off-Campus Study.

## Geography Major

For more information about the department, honors/high honors, transfer credit, etc., visit the geography department page.

## Major Requirements

The requirements for the major are as follows:

### All of the Following

- GEOG 211 - Geographies of Nature, Economy, Society
- GEOG 231 - Geography of the Physical Environment
- GEOG 245 - Geographic Information Systems and GEOG 245L (completed by the end of the fall semester of the senior year)
- GEOG 250 - Research Methods (completed by the end of the fall semester of the senior year)
- GEOG 401 - Seminar in Geography
- Four additional GEOG elective credits, two of which must be at the 300 level.

Courses taken off-campus cannot be used to fulfill the methods requirement.

In cases where a student is completing a double major and has obtained approval from the geography department chair, one course from the second major may be used to complete the geography major.

## GPA Requirement

To qualify with a major in geography, students must have achieved a minimum GPA of 2.00 over all courses taken in the department.

## Geography Minor

For more information about the department, transfer credit, etc., visit the geography department page.

## Minor Requirements

The minor consists of a minimum of five courses. Students pursuing a minor in geography may elect to concentrate their coursework in the physical or human and nature-society subfields.

# History

## Faculty

*Professors* Banner-Haley, Douglas, Harsin, Hodges, B.L. Moore, Nemes (*Chair*), Robinson, Rotter, Stevens  
*Associate Professors* Barrera, Bouk, Cooper, Etefa, Karn, Khan, H. Roller  
*Assistant Professors* Mercado  
*Visiting Assistant Professors* Cresser, Hull  
*Senior Lecturer* Tomlinson

Today the study of human history is critical to global survival; the experiences of others serve as guides to present and future conduct. At the same time, exposure to rigorous historical method and clear narrative style develops conceptual skills, research competence, writing fluency, and sensitivity to the uses and abuses of language and historical knowledge. The history department curriculum includes courses on African, Asian, Caribbean, European, Latin American, Middle Eastern, and North American subjects, and on contact and interaction among these societies. Majors are encouraged to take courses in related departments and programs. Competence in at least one foreign language is also desirable.

## Course Information

Course classifications:

- Africa (AF)
- Asia (AS)
- Europe (EU)
- Latin America and the Caribbean (LAC)
- Middle East (ME)
- Transregional (TR)
- United States (US)

## Awards

*The Award for Excellence in History* — awarded by the department to the student judged by the faculty to demonstrate outstanding merit, perseverance, and promise on the basis of work done in the department.

*The History Honors Award* — awarded annually by the department to a senior major in recognition of a distinguished thesis in history.

*The Douglas K. Reading Prize* — Awarded in memory of Douglas K. Reading, professor of history from 1938 to 1980. The Reading Prize is given annually to an outstanding junior or senior major, with preference to a student of modern European history, Russian history, or ancient or medieval history.

*The Scott Saunders Prize for Excellence in History* — established in memory of Scott Saunders '89 and awarded annually to a senior major in history who participated in the Colgate London History Study Group, in recognition of work done in London that is distinguished in its own right or which contributed to the completion of a distinguished project.



## Advanced Placement and Transfer Credit

Students with scores of 4 or 5 on the Advanced Placement (AP) exam in European or American history will receive credit toward graduation but *not* toward the major or minor. Those granted AP credit in European history may not repeat HIST 101 and/or HIST 102 without permission of the department chair; those granted AP credit in American history may not repeat HIST 103 and/or HIST 104 without permission of the department chair. No department credit or exemption is given for an AP score of 3 or for AP courses taken without the AP examination. Majors may not count course credit given for AP in history toward the nine total courses required. Minors may not count course credit given for AP in history toward the five total courses required.

Requests for transfer of external credits toward the major or minor should be directed to the department chair. Courses must be of comparable quality to ones offered at Colgate to be approved for transfer.

Colgate students who have not transferred from another institution should consult the department chair before enrolling in courses at other institutions or in approved off-campus study programs. Permission to use such courses for major or minor credit is granted selectively, and only one course may be approved.

## Honors and High Honors

Candidates for honors in history must:

1. Have or exceed, by the time of graduation, a major GPA of 3.50 and an overall GPA of 3.00;
2. Complete an honors thesis that has been judged by the major adviser and one other department faculty member to be of A or A– quality. The thesis is normally expected to be completed in two terms. It may be started in any 400-level history seminar, any history 300- or 400-level independent study, or the London History Study Group; papers may also be developed from the term paper in any 300-level history course. A candidate is encouraged to enroll subsequently in HIST 490 to complete the thesis.

Candidates for high honors in history must:

1. Have or exceed by the time of graduation, a major GPA of 3.75 and an overall GPA of 3.00;
2. Complete an honors thesis that has been judged by the major adviser and by one other department faculty member to be of A quality;
3. Defend the paper in an oral examination before the two faculty readers. The examination must also be judged to be of excellent quality.

## Teacher Certification

The Department of Educational Studies offers a teacher education program for majors in history who are interested in pursuing a career in elementary or secondary school teaching. Please refer to Educational Studies.

Only MAT students may take graduate-level versions of history department classes, which are given 500-level course numbers. For further details, see the MAT entry under Educational Studies.

## London Study Group

Every year the history department conducts a study group in London. Admission is selective and limited to students of suitable interest and academic background. Interested students should inquire the preceding year. Prospective students must take HIST 199 - History Workshop (formerly HIST 299) and HIST 300 - The London Colloquium before going to London, and should be in residence the semester before departure. For more information, see Off-Campus Study.

## History Major

For more information about the department, honors/high honors, transfer credit, etc., visit the history department page.

### Major Requirements

There are two pathways through the history major: The Field of Focus (FOF) Program and the Global Program. Both require nine courses.

The programs are described below:

#### Field of Focus

The first pathway, the Field of Focus Program, allows students to devise individualized, but also intellectually coherent, specializations. Possible fields of focus include:

- Black History
- Capitalism, Commodities, and Class
- Cultural History
- Empires and Colonialism
- Environmental History
- Gender and Sexuality
- Indigenous History
- Intellectual History
- Migration and Diaspora
- Race and Racism
- Religion and Society
- Science, Technology, and Medicine
- Social Movements and Human Rights
- War and Violence

Students in the Field of Focus Program develop their specialization (i.e., field of focus) in consultation with their academic adviser. Students who choose this program are required to submit a field of focus statement at the time of their major declaration and will normally update or revise the statement at least once prior to enrolling in a 400-level seminar. Students may select their courses to fit one of the department's suggested fields (see above), or they may design their own field of focus in consultation with their adviser.

#### History Workshop

- HIST 199 - History Workshop is required of all majors and should be taken by the end of sophomore year

## Seven Electives

- Students select seven HIST courses of their choosing, at least four of which should relate directly to their field of focus

## Seminar

- One seminar at the 400 level other than HIST 490, normally taken in the junior or senior year

## Additional Stipulations

- At least two of the nine courses must be designated other than (EU) or (US)
- One of the nine courses may be taken outside the department at Colgate, subject to the approval of the student's academic adviser and the History Curriculum Committee. These courses might include advanced (300-level) foreign language courses or courses from other disciplines closely related to their field of focus.

## The Global Program

The second pathway, the Global Program, draws on long-standing regional, geographic, and national frameworks that have organized historical inquiry. These are:

- Africa (AF)
- Asia (AS)
- Europe (EU)
- Latin America and the Caribbean (LAC)
- Middle East (ME)
- Transregional (TR)
- United States (US)

The Global Program in history consists of nine courses, structured as follows:

## History Workshop

- HIST 199 - History Workshop is required of all majors and should be taken by the end of sophomore year

## 100- and 200-Level Courses

- Three courses at the 100- or 200-level
  - To encourage breadth of study, each of these three must carry a different geographic designation (see list above).

## 300-Level Courses

- Three courses at the 300 level
  - At least one of these courses must be designated other than (EU) or (US)

## Additional Elective

- One additional history course at the 200 level or above, or any 300-level foreign language course. (Foreign language courses taught in translation do not meet this requirement.)

## Seminar

- One seminar at the 400 level other than HIST 490, normally taken in the junior or senior year

## Additional Stipulations

- Only one of the nine courses for the major may be taught by a non-departmental historian. This includes history courses offered in off-campus study groups, at other institutions, and at Colgate; all such courses are subject to the approval of the student's academic adviser and the History Curriculum Committee.

## GPA Requirement

Students must have achieved a minimum GPA of 2.00 over all courses taken in the department.

## Major Declaration

To be admitted to the major, students must have earned a GPA of 2.00 in all history courses taken. Students not meeting this requirement may petition the department for permission to begin the major.

## History Minor

For more information about the department, transfer credit, etc., visit the history department page.

## Minor Requirements

The minor in history consists of five courses, including:

- HIST 199 - History Workshop
- Two courses at the 100 and 200 levels, only one of which can be a 100-level course.
- One course at the 300 level
- One seminar at the 400 level

Other than HIST 199, the four courses must fall into at least two of the following areas:

- Africa (AF)
- Asia (AS)
- Europe (EU)
- Latin America and the Caribbean (LAC)
- Middle East (ME)
- Transregional (TR)
- United States (US)

## International Relations

### Faculty

*Director* Fogarty

*Advisory Committee* Burnett, Byrnes, Chernoff, Douglas, Fogarty (*Director*), Lupton, Riley, Sparber

For those interested in world affairs, Colgate offers a major program in international relations (IR). Students may also take IR as a minor. Study in the program begins with POSC 232, which is normally taken in the sophomore year.

## Honors

A candidate for honors in IR must choose an adviser for an honors paper and fulfill the honors requirements for the department of the faculty adviser. In addition, the honors student must (1) achieve a minimum GPA of 3.50 in the nine IR courses, (2) attain a minimum overall GPA of 3.25, (3) submit a substantial research paper that is judged superior (A– or higher) by two program faculty members.

A student whose adviser is a member of the Department of Political Science must enroll in the year-long honors colloquium (POSC 498 and POSC 499) in which each student writes an honors thesis. POSC 498 will be taken in the fall semester, followed by POSC 499 in the spring semester. A grade will be given in both POSC 498 and POSC 499. Seniors who anticipate graduating with a GPA eligible for honors should speak with their advisers or the IR director in the semester prior to doing honors. POSC 498 and POSC 499 are to be taken in addition to the nine courses counted toward the IR major.

A candidate for high honors in IR must fulfill the following additional requirements: (1) achieve a minimum GPA of 3.60 in IR courses, (2) attain an overall GPA of at least 3.40, (3) gain approval of the paper as superior by a third reader, and (4) pass with distinction an oral examination by the three readers of the submitted paper. As above, the professor supervising the research must give prior approval of the paper.

## Study Groups

Students are encouraged but not required to participate in off-campus study. The IR program cosponsors a study group in Geneva that typically runs once per year. On the Geneva study group, students receive one core subfield credit for POSC 357, and two elective credits: one for an internship course and the other for a course taken at the Graduate Institute of International and Development Studies. IR majors who are pursuing French to complete their foreign language requirement can receive credit at the 100 or 200 level for an intensive course taken at the beginning of the Geneva study group. See Off-Campus Study for more information.

## Transfer Credits

Students participating in off-campus approved programs can seek transfer credits to satisfy certain IR major and minor requirements—most commonly language courses, IR electives, or History electives. Students wishing to receive the upper-level Economics credit must seek additional approval from Colgate's economics

department. In very rare circumstances students may receive credit for a core subfield class. POSC 232 - Fundamentals of International Relations (IR) and the IR seminar must be taken on campus.

Students should seek preapproval for any off-campus courses from the IR director, who will evaluate individual courses with respect to their rigor and substantive appropriateness. Courses whose subject matter is not international cannot receive IR credit; courses with reading and/or writing assignments below Colgate standards can only receive credit on a two-for-one basis—i.e., two off-campus courses count for one IR credit. This two-for-one formula applies to most courses taken on non-Colgate programs.

## Awards

*The Paul O. Stillman '55 Award*— given annually to an outstanding senior(s) majoring in international relations.

## International Relations Major

For more information about the program, honors/high honors, transfer credit, etc., visit the international relations program page.

### Major Requirements

Students are strongly encouraged to complete most required courses by the end of the junior year. As a general rule, the only requirements students can complete off campus are the elective and History courses as well as appropriate language courses; in all such cases, students must seek prior approval from the IR director.

For students seeking a major in international relations and a minor in political science, no courses may be counted toward both.

POSC 152 - Global Peace and War (IR), does not ordinarily count toward the IR major. Students who take POSC 152 before deciding on an IR major must also take POSC 232, but may count POSC 152 as one of the two IR electives with written permission from the IR program director.

Students who have AP credit for ECON 151 must take one additional elective course.

The major program consists of the following requirements:

### Foundational Course

- POSC 232 - Fundamentals of International Relations (IR) (a prerequisite for upper-level courses for IR majors)

### Core Political Science Subfield Courses

At least two of the following POSC courses:

- POSC 349 - The International Political Economy

- POSC 353 - National Security
- POSC 357 - International Institutions
- POSC 366 - Contemporary American Foreign Policy
- POSC 374 - International Law

## Economics Courses

All of the following:

- ECON 151 - Introduction to Economics
- ECON 249 - International Economics (Students who have completed the relevant prerequisites may take ECON 349 in place of ECON 249.)

Students are strongly encouraged to take ECON 249 before their senior year

## History Courses

One of the following:

- HIST 105 - Introduction to the Modern Middle East (ME)
- HIST 215 - American Foreign Relations, 1776 - 1917 (US)
- HIST 216 - U.S. Foreign Policy, 1917 - Present (US)
- HIST 219 - Oceanic Histories (TR)
- HIST 232 - The Crusades (EU)
- HIST 238 - Europe in the Age of the Renaissance and Reformation (EU)
- HIST 255 - The Ottoman Empire, 1300 - 1924 (TR)
- HIST 263 - Cities of the Silk Road (TR)
- HIST 265 - War and Violence in East Asia (AS)
- HIST 272 - War and Holocaust in Europe (EU/TR)
- HIST 273 - The Century of Camps (TR)
- HIST 284 - Decolonization in Africa (AF)
- HIST 316 - The United States in Vietnam, 1945 - 1975 (US)
- HIST 335 - Ships, Knowledge, and Colonies in the Making of Iberian Europe (EU)
- HIST 346 - Germany and Eastern Europe, 1848 - 1989 (EU)
- HIST 350 - Post-War Europe, 1945 to the Present (EU)
- HIST 353 - History of the Modern Balkans (EU)
- HIST 358 - Conquest and Colony: Cultural Encounters in the New World (TR)
- HIST 359 - Nationalism and Arab Identity in the 20th Century (ME)
- HIST 370 - The Mongol Empire (TR)
- HIST 382 - Modern Africa (AF)
- HIST 385 - Darfur in Historical Perspective (AF)
- HIST 479 - Seminar on Problems in the History of U.S. Foreign Policy (US)
- HIST 482 - Seminar on Problems in British History since 1800 (EU)
- HIST 489 - Seminar on Problems in Military History (TR)



## IR Seminar

Unless the director grants specific permission, the seminar must be taken on campus. The seminar must be taken by the first term of the senior year, unless special permission of the IR director is granted in advance. Students pursuing honors must take an IR seminar in addition to the honors seminar.

One of the following:

- HIST 479 - Seminar on Problems in the History of U.S. Foreign Policy (US)
- HIST 489 - Seminar on Problems in Military History (TR)
- POSC 430 - Seminar: Problems and Issues in Post-Mao China
- POSC 433 - Seminar: Topics in Globalization
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- POSC 436 - Seminar: Continuity and Change in International Politics
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Africa in World Politics
- POSC 454 - Seminar: The Cold War and After
- POSC 455 - Seminar: American Foreign Policy
- POSC 456 - Seminar: War - Theories and Practices
- Other seminars in the Division of Social Sciences may count with permission of the program director.

## Elective Courses

Two electives from the list below or students may substitute an additional core subfield course or IR seminar.

- ECON 238 - Economic Development
- ECON 251 - Intermediate Microeconomics
- ECON 252 - Intermediate Macroeconomics
- ECON 351 - International Finance and Open-Economy Macroeconomics
- ECON 438 - Seminar in Economic Development
- ECON 450 - Seminar in International Economics
- GEOG 310/PCON 310 - Geopolitics
- GEOG 314/SOCI 314 - Population Issues and Analysis
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 215/MIST 215 - Comparative Politics: Middle East
- POSC 216 - Comparative Politics: Latin America (CO)
- POSC 304/MIST 304 - Islam and Politics
- POSC 305 - The Political Economy of East and Southeast Asia
- POSC 307 - China's Foreign Relations
- POSC 317 - Identity Politics
- POSC 320 - States, Markets, and Global Change
- POSC 330 - Post-Mao China and World Development
- POSC 331 - Politics in Sub-Saharan Africa
- POSC 348 - The Rise and Fall of Communism
- POSC 350 - Africa in World Politics
- POSC 354 - Capitalism, the State, and Development in Latin America

- POSC 358 - Transnational Politics
- POSC 360 - Domestic Sources of American Foreign Policy
- POSC 361 - Humanitarian Interventions
- POSC 363/MIST 363 - International Relations of the Middle East
- POSC 364 - Politics of India, Bangladesh, and Pakistan
- POSC 365 - Just War in Comparative Perspective
- POSC 367 - The European Union
- POSC 368 - American Foreign Relations with China
- POSC 390 - Silent Warfare: Intelligence Analysis and Statecraft

## Language Requirement

For both majors and minors, reading proficiency in a Western European language equal to that attained by completion of two 300-level courses with a grade of at least C.

Alternatively, for students interested in a non-Western European language, such as Arabic, Chinese, Hebrew, Japanese, Russian, etc., the requirement can be satisfied by completion of four Colgate University courses, or their equivalents, in an approved language with a grade of at least C.

To receive credit for courses taken off campus, arrangements must be made in advance with the director of the IR program.

## GPA Requirement

For all nine courses counted toward the major, a grade of at least C must be achieved.

## International Relations Minor

For more information about the program, transfer credit, etc., visit the international relations program page.

## Minor Requirements

The requirements for the minor are six economics and political sciences courses and completion of the language requirement as follows:

### Introductory Course

- POSC 232 - Fundamentals of International Relations (IR) (a prerequisite for upper-level courses for IR majors)

### Core Political Science Subfield Courses

At least two of the following POSC courses:

- POSC 349 - The International Political Economy
- POSC 353 - National Security
- POSC 357 - International Institutions

- POSC 366 - Contemporary American Foreign Policy
- POSC 374 - International Law

## Economics Courses

All of the following:

- ECON 151 - Introduction to Economics
- ECON 249 - International Economics (Students who have completed the relevant prerequisites may take ECON 349 in place of ECON 249)

## IR Seminar

Unless the director grants specific permission, the seminar must be taken on campus. IR concentrators pursuing honors must take an IR seminar in addition to the honors seminar.

One of the following:

- HIST 479 - Seminar on Problems in the History of U.S. Foreign Policy (US)
- HIST 489 - Seminar on Problems in Military History (TR)
- POSC 430 - Seminar: Problems and Issues in Post-Mao China
- POSC 433 - Seminar: Topics in Globalization
- POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders
- POSC 436 - Seminar: Continuity and Change in International Politics
- POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity
- POSC 451 - Seminar: Africa in World Politics
- POSC 454 - Seminar: The Cold War and After
- POSC 455 - Seminar: American Foreign Policy
- POSC 456 - Seminar: War - Theories and Practices
- Other seminars in the Division of Social Sciences may count with permission of the program director.

## Language Requirement

For both majors and minors, reading proficiency in a Western European language equal to that attained by completion of two 300-level courses with a grade of at least C.

Alternatively, for students interested in a non-Western European language, such as Arabic, Chinese, Hebrew, Japanese, Russian, etc., the requirement can be satisfied by completion of four Colgate University courses, or their equivalents, in an approved language with a grade of at least C.

To receive credit for courses taken off campus, arrangements must be made in advance with the director of the IR program.

## GPA Requirement

A grade of at least C must be achieved in the six courses counted toward the minor. A student may not count toward an IR minor any courses being counted toward a major in political science.



# Political Science

## Faculty

*Professors* Brubaker, Byrnes, Chernoff, M. Hayes, Kraynak, Moore (*Chair*), Shain  
*Associate Professors* Dauber, Fogarty, Koter, Morkevicius, Murshid, Nam, Rutherford  
*Assistant Professors* Hedberg, Ibarra del Cueto, Lupton, Luttig, Rosenfeld  
*Visiting Assistant Professor* Bae  
*Senior Lecturer* Yee

The department's program is designed to provide students with an understanding and appreciation of politics in the broadest sense and to introduce them to the skills needed for research and analysis. The curriculum includes courses in the principal fields of the discipline, including American and comparative government and politics, international relations, and political theory. Through coursework and independent study projects, students confront some of the enduring questions of politics while studying political institutions, processes, behavior, and theory. Internships in Washington on the D.C. study group combine rigorous analysis of politics and government with direct exposure to Congress, the national executive, political parties, interest groups, think tanks, and media. Similarly, study and internships in Geneva, Switzerland, on the department's other study group, provide students with the opportunity to travel widely in Europe and to become immersed in the world of international organizations. The honors colloquium, in addition, offers students the opportunity to conduct significant research under the supervision of a faculty member. Students who major in political science are likely to be well prepared for future careers or graduate study in such fields as law, public service, international affairs, business management, teaching, journalism, and many others.

## Course Information

Course classifications:

American politics (AM)  
Comparative politics (CO)  
International relations (IR)  
Political theory (TH)

## Awards

Colgate's chapter of Pi Sigma Alpha is a national honorary society that recognizes the accomplishments of undergraduate political science students.

*The Dr. William L. Boyle Jr. Award* — given annually for academic excellence to a junior political science major.

*The Politics and Citizenship Award* — for the member of the senior class who best exemplifies the spirit of and commitment to public service and political participation, as demonstrated by classroom participation and co-curricular activities. This is not an annual award. Rather, this award will be given only when a student exhibits the above qualities to a very high degree.

*The Herbert J. Storing Memorial Award* — established as an annual award to a senior political science major for superior academic achievement.

## Advanced Placement

Advanced placement credits are not accepted for credit in the political science major or minor programs.

## Transfer Credit

The department will accept for major credit a maximum of two political science courses taken at other institutions. Only one transfer credit will be accepted toward the minor. These courses must have been approved for transfer credit by the Colgate registrar and by the member of the Department of Political Science designated to evaluate them. In all instances, courses accepted for major or minor credit must be comparable in quality, quantity of reading and writing, and scope of coverage to courses offered in the department. Transfer credits will not ordinarily be offered for POSC 100-level courses or POSC 232. Students who anticipate applying for major or minor credit for a course or courses to be taken at another institution should consult with the faculty member evaluating them *before* enrolling elsewhere.

## Honors and High Honors

Students with outstanding records in political science may pursue honors. To qualify, a student must have, at graduation, an overall GPA of 3.40 and a departmental GPA of 3.50 in the eleven or more courses taken to satisfy the major requirement for honors. A student must enroll in the year-long honors colloquium (POSC 498 and POSC 499). Major credit and grades used in determining departmental GPA will be awarded for both courses. Each student in the fall while enrolled in POSC 498 will complete an in-depth written literature review of his or her subject of interest; then, in the spring while enrolled in POSC 499, students will write a lengthy thesis. Each course is graded separately, but enrollment in POSC 499 is contingent on the successful completion of POSC 498, and the recommendation of the seminar director and the student's primary adviser. Although these courses are designed for and required of those hoping to stand for honors or high honors at graduation, neither is restricted to them; rising seniors with a strong interest in some area of political science and a proven academic record of accomplishment who would like to explore further a chosen area of research in a collaborative environment should also consider enrolling. It is critically important that juniors interested in doing an honors thesis in their senior year, speak both with their advisers and members of the faculty conducting research in an area of common interest while searching for a primary adviser to guide their independent research during their senior year.

All students who have successfully completed the honors sequence will be eligible for honors or high honors. Whether a student receives honors or high honors ultimately depends upon the outcome of their thesis research. To be awarded honors, a thesis must be judged superior both by the faculty member guiding the student's research and the seminar director of POSC 499. A thesis judged by these readers to be potentially worthy of high honors will, with the agreement of the student, be submitted to a third reader. An oral defense will then be scheduled at which time the student is examined both on the content of the thesis and his or her knowledge of the general field of inquiry. The three readers then make the final decision as to whether the student will receive high honors at graduation.

## Related Majors

- Asian Studies Students may select a topical major in Asian studies with a focus on India, China, or Japan, including related departmental courses in political science.

- International Relations Students with a singular focus on the international political realm take, in conjunction with those in political science, courses in the languages, economics, history, and allied fields.
- Peace and Conflict Studies Students interested in this major may enroll in the interdisciplinary Peace and Conflict Studies Program.

## Study Groups

### Washington

The Washington Study Group, conducted in the spring term each year, provides a unique opportunity for a select group of Colgate students to study the working processes of the American national government at close range. See "Undergraduate Program". Study group members take four courses during their term in Washington, one of which is an internship. Students receive three course credits toward completing the political science major (POSC 410, POSC 412, and POSC 414) and one university credit toward graduation (POSC 413). Prerequisites: POSC 150, POSC 210, or POSC 211.

### Geneva, Switzerland

The Geneva Study Group, conducted in the fall and/or spring terms of each year, provides a rewarding opportunity for a highly select group of Colgate students to study the workings of international organizations, the politics of the European Union and of Western European nations, and other related matters while living and traveling in the heart of Western Europe. Intensive language and cultural immersion in a French homestay, and internship opportunities working in international and non-governmental organizations are important parts of the program.

At least one college-level French course is a prerequisite. Study group directors may specify other prerequisites, but as a general rule students are required to take POSC 232 prior to the start of the program. Students are also strongly encouraged to take at least one other political science or history course in the politics, culture, history, international relations, or economies of Europe.

For further information, please see Off-Campus Study.

## Political Science Major

For more information about the department, honors/high honors, transfer credit, etc., visit the political science department page.

### Major Requirements

Normally, no more than two independent study courses or political science courses taken on an off-campus study group are accepted for major credit. For the two study groups sponsored by the Department of Political Science, in Geneva, Switzerland, and in Washington, D.C., up to three course credits may automatically be applied toward fulfilling departmental major credit. For more information about transfer credit, refer to the Political Science Department page.

For students electing a double major in political science and international relations, no more than two courses may be counted for completion of both majors. For students seeking a major in political science and a minor in international relations, no courses may be double-counted.

No course with a grade below C will count for major credit.

The requirements for a major in political science are as follows:

## Political Science Courses (ten)

### American Politics

One of the following:

- POSC 150 - America as a Democracy (AM)
- POSC 210 - Congress (AM)
- POSC 211 - The Presidency and Executive Leadership (AM)
- POSC 212 - The Politics of Race and Ethnicity (AM)

### Comparative Politics

One of the following:

- POSC 153 - Introduction to Comparative Politics (CO)
- POSC 208 - Comparative Democracies (CO)
- POSC 213 - Comparative Politics: The Third World (CO)
- POSC 214 - Comparative Politics: East and Southeast Asia (CO)
- POSC 215 - Comparative Politics: Middle East (CO)
- POSC 216 - Comparative Politics: Latin America (CO)

### International Relations

One of the following:

- POSC 152 - Global Peace and War (IR)
- POSC 232 - Fundamentals of International Relations (IR)

### Political Theory

One of the following:

- POSC 151 - Politics and Moral Vision (TH)
- POSC 260 - Foundations of Political Thought (TH)

### Electives

- One additional political science course at any level
- Four additional 300- or 400-level political science courses



## 400-level Seminar

One 400-level seminar course. Note that study group courses, POSC 498, and POSC 499 do not fulfill this requirement.

## Recommendations for Majors and Other Students

Those interested in studying political science may begin at any course level but are likely to find it most convenient to start with those at the 100 or 200 levels. In consultation with their faculty advisers, students should plan course sequences that fulfill major requirements while allowing them, if so desired, to develop particular interests in some depth while still gaining a well-rounded grounding in the discipline. All majors are encouraged, as well, to take electives in other closely allied social sciences.

The 100-level courses are designed for students likely to major in other fields of study as well as those considering a major or minor in political science. The 200-level courses are intended to serve as gateway courses to the major as well as to particular subfields. Both the 100- and 200-level courses, then, serve as general introductions providing a broad foundation in the discipline and are particularly suitable for first - and second - year students. The 300- and 400-level courses are, in most instances, somewhat more demanding and less general than lower-level courses and allow students to explore a specific topic in greater depth. These courses are generally directed, but not limited, to the needs of juniors and seniors. Majors and others interested in one particular area of the discipline, for example in international relations, can take up to seven courses, seminars, or independent studies in that area of interest, especially in classes at the 300 and 400 level.

## Political Science Minor

For more information about the department, transfer credit, etc., visit the political science department page.

### Minor Requirements

Normally, no more than one independent study course, transfer credit, or political science course taken while participating in a Colgate off-campus study group (except those study groups sponsored by the Department of Political Science) is accepted for credit toward a minor. Requests for exceptions must be approved in advance by the faculty member designated to authorize transfer credits.

No course with a grade below C will count as credit for the minor.

A student may not count courses toward a political science minor, which are being counted toward a major in international relations.

The requirements for a minor in political science are as follows:

The minor consists of five political science courses. Of these five courses, two must be at the 100 or 200 level and three must be at the 300 or 400 level. The two 100- or 200-level courses cannot be from the same subfield of the curriculum. They must be from two of the following: American politics (AM), comparative politics (CO), international relations (IR), and political theory (TH).

# Sociology and Anthropology

## Faculty

*Professors* Bigenho (*Chair*), Hsu, Hyslop, Kerber, Loe, Moran, Ries  
*Associate Professors* Benson, Henke, Lopes, Shever, Simmons, Spadola, Villarrubia  
*Assistant Professors* De Lucia, Juarez, Russo  
*Visiting Assistant Professor* Abdul-Malak  
*Lecturer* Lorenz

Sociology and anthropology study human cultures and societies, past and present, on a comparative basis. These disciplines are concerned with analyzing and understanding the social structures and values that shape our lives, as well as the institutions and social forces of our own and other societies. The major in sociology or anthropology provides an excellent preparation for graduate study and a variety of careers, including law, education, business, public administration, journalism, health, counseling, and social work. Sociology and anthropology graduates also pursue careers in local, national, and international non-profit organizations. The department offers two majors, an Anthropology Major and a Sociology Major.

In keeping with the University's policy, no declarations of major or minor will be accepted after the fall full-term withdrawal period of a student's senior year.

## Course Information

Course classifications:

Archaeology, Museum Studies, or Material Culture Studies (MC)  
Field Requirement (FR)  
Geographic Region or Area (GR)

## Honors and High Honors

### Anthropology

Majors may qualify for honors in anthropology by achieving at graduation a GPA of 3.50 in all departmental courses and an overall GPA of 3.30, or for high honors by achieving at graduation a GPA of 3.70 in all departmental courses and an overall GPA of 3.30, and submitting a thesis judged by department faculty to be worthy of honors or high honors.

Any student in the junior year who believes he or she will reach the qualifying GPA is strongly encouraged to discuss potential honors or high honors projects with departmental faculty. All seniors will normally enroll in ANTH 452 Senior Seminar in Anthropology in the fall of their senior year and begin work on a thesis of their own design. Those students pursuing honors or high honors will continue to develop their seminar theses by enrolling in ANTH 495 - Independent Study for Honors and High Honors, in the spring semester (if a substantial number of students are pursuing honors and high honors in a given year, the group may be organized into a formal honors seminar). Working with the seminar professor and at least one other faculty member, the student shall write and defend an extended project before department faculty at a special event at the end of spring semester. Honors and high honors projects should demonstrate the ability to work creatively and independently and to synthesize theoretical, methodological, and substantive materials. *Note:*

*ANTH 495 is an additional requirement for students pursuing honors and high honors and cannot be counted as one of the electives required for the major.*

## Sociology

Majors may qualify for honors in sociology by achieving at graduation a 3.50 GPA in all departmental courses and an overall GPA of 3.30, or for high honors by achieving at graduation a 3.70 GPA in all departmental courses and an overall GPA of 3.30.

Any student who believes he or she will reach the qualifying GPA is invited to apply for honors or high honors in the spring term of his or her junior year. If accepted, students enroll in SOCI 494 - Honors and High Honors Seminar, in fall of the senior year and SOCI 495 - Honors and High Honors Thesis Workshop, in spring of the senior year. The student, working with the seminar professor and at least one additional adviser, shall write and defend an extended project proposal in the fall and complete a substantial research paper during the spring semester and present it in a special department event. The designation "honors," "high honors," or neither, will be determined at the conclusion of the semester by the departmental faculty. Honors and high honors projects should demonstrate the ability to work creatively and independently and to synthesize theoretical, methodological, and substantive materials. *Note: Students accepted to take SOCI 494 in the fall term are expected to also enroll in SOCI 495 during the spring term to complete their theses, regardless of whether the student ultimately achieves honors. SOCI 495 is an additional requirement for students pursuing honors or high honors and does not count as an elective toward the sociology major.*

## Awards

*The Award for Excellence in Sociology and Anthropology* — awarded by the department to a student on the basis of outstanding academic performance in coursework within the department.

*The Ramshaw Service Award* — established by Warren C. and Molly Ramshaw. Warren Ramshaw taught in the Department of Sociology and Anthropology from 1961 to 1992. The award is presented to an undergraduate student in recognition of outstanding community service and academic achievement.

## Off-Campus Study

Students are strongly encouraged to expand the scope of their academic experiences by studying off campus. SOAN faculty help guide each student toward the off-campus study experiences that complement and build on his or her overall course plan; we encourage students not to think of off-campus study as a semester-long break from Colgate but rather as a way to enhance on-campus course work. Students often use off-campus study as a way to collect data for use in senior seminar and honors projects. Since Anthropology majors are required to complete a fieldwork component as part of their coursework, off-campus study can often be a rewarding and useful way to fulfill this requirement. More information on off-campus study can be found on the Sociology and Anthropology web page.

## Transfer Credit

The department will accept for major credit no more than two courses taken at another institution and no more than one course towards the minor.

## The Longyear Museum of Anthropology

The Longyear Museum of Anthropology enhances the teaching and research facilities of the department. The museum, founded in 1965 and named after Dr. John M. Longyear III, professor of anthropology, emeritus, contains archaeological and ethnographic collections from a wide range of cultures around the world. The collections of African art, Canadian First Nations art, Iroquois archaeological materials from central New York, and the central Mexican (Guerrero) stone sculptures are extensive.

Students may take advantage of the resources of the museum in a variety of ways. ANTH 253 - Field Methods and Interpretation in Archaeology (MC, GR, FR) and ANTH 300 - Museum Studies in Native American Cultures (MC, GR, FR) offer students the opportunity to become acquainted with the museum holdings and to carry out research projects on selected collections of artifacts. Students may also arrange independent studies working with the museum collections and receive credit in either the Department of Sociology and Anthropology or in the Native American Studies Program, which is sponsored by the Division of University Studies. Students are encouraged to inquire at the offices of the curators of the Longyear Museum of Anthropology concerning independent studies projects in cultural anthropology or archaeology, as well as for information concerning museum internship programs and opportunities in museum studies and summer programs in archaeological or ethnographic fieldwork.

## Related Majors

The sociology and anthropology department, along with departments in the social sciences, arts and humanities, and natural sciences, offers an interdisciplinary major in Native American Studies with a study group in Santa Fe.

## Anthropology Major

Anthropology is the study of human beings in all their complexity. The scope of anthropology is truly global, as it aims to describe and analyze the full diversity of the human experience and cultural creativity across time and space. Anthropology recognizes that human beings are, simultaneously, social actors who create cultures and the products of those cultures. Using a broad array of research methods, including participant-observation and archaeological excavation, anthropologists investigate the historical composition of societies, their transformations, and their contemporary forms. We seek to understand the commonalities and differences in the identities, experiences, discourses, and beliefs of people around the world. We connect the details of people's everyday lives to large-scale social systems and cultural forces and reveal that seemingly innate or natural differences among human groups are the result of historical, social, and political-economic processes. The curriculum integrates classroom and out-of-classroom learning, encouraging students to pursue off-campus study and independent fieldwork or research with collections.

For more information about the department, honors/high honors, transfer credit, etc., visit the Sociology and Anthropology department page.

## Major Requirements

The anthropology major consists of five required courses, a fieldwork requirement (FR), and four elective courses. Of the electives, one course must satisfy an archaeology, museum studies, or material culture requirement (MC), and one course must satisfy a geographic region or area requirement (GR).

The department will accept for major credit no more than two courses taken at another institution and no more than one independent studies course in the department, except in special circumstances as approved by the department.

## Required Courses

- ANTH 102 - Introduction to Cultural Anthropology (completed by the end of the sophomore year with a grade of C or better)
- ANTH 103 - Introduction to Archaeology (completed by the end of the sophomore year with a grade of C or better)
- ANTH 211 - Investigating Contemporary Cultures (Strongly recommended to complete before the fieldwork requirement, unless their approved study abroad program includes an equivalent course. Students may substitute another methods course taken at Colgate or as part of a Colgate study group or approved program with permission from the department.)
- ANTH 350 - Theorizing Contemporary Cultures (Students are strongly encouraged to take this course in the junior year.)
- ANTH 452 - Senior Seminar in Anthropology

Students not meeting the above grade requirements must consult with the department chair before continuing in the major.

## Fieldwork Requirement (FR)

The major in anthropology requires that all students gain experience with ethnographic fieldwork, archaeological fieldwork, or material culture collections work. Such experience, which can be gained locally and/or abroad, ideally provides the basis for a thesis in the senior year.

This requirement can be met in one of the following ways:

- Courses ANTH 253 - Field Methods and Interpretation in Archaeology (MC, GR, FR) or ANTH 300 - Museum Studies in Native American Cultures (MC, GR, FR)
- Interning in Colgate's Longyear Museum of Anthropology
- Working with faculty on funded summer research projects (subject to department approval)
- Other off-campus approved programs that involve opportunities for substantial experiential learning and/or independent research (subject to department approval). See Off-Campus Study for more information.
- Colgate's study groups, like the Santa Fe Program
- Gaining service learning experience through a summer funded internship (subject to department approval)
- Other options are available and we encourage students to work closely with faculty to explore multiple ways of fulfilling this requirement.

## Four Electives

At least two of these anthropology electives must be at the 300 level.

Two courses taken on a Colgate study group or approved program may be counted as electives.

SOCI 201 - Classical Social Theory may count as an elective.

## Archaeology, Museum Studies, or Material Culture Studies (MC)

At least one course from the following:

- ANTH 202 - Ancient States and Empires (MC)
- ANTH 230/ASTR 230 - Astronomy in Culture
- ANTH 242 - The Archaeology of Race and Ethnicity in America (MC, GR)
- ANTH 244 - Who Owns Culture?
- ANTH 245/SOCI 245 - Nature, Culture, and Politics
- ANTH 248/ARTS 248 - African Art (AH)
- ANTH 249/ ARTS 249 - Art and Architecture of the Ancient Americas (AH)
- ANTH 250/ ARTS 250 - Native Art of North America (AH)
- ANTH 253 - Field Methods and Interpretation in Archaeology (MC, GR, FR)
- ANTH 300 - Museum Studies in Native American Cultures (MC, GR, FR)
- ANTH 355 - Ancient Aztec Civilization
- ANTH 356 - Ethical Issues in Native American Archaeology (MC, GR)
- ANTH 360 - Comparative Cosmologies (MC)
- ANTH 361 - Ancient Environments and Human Legacies (MC)
- ANTH 372 - Anthropological Theory and Archaeological Praxis (MC)
- ANTH 376 - Archaeology of the Inkas and their Ancestors (MC, GR)
- ARTS 340/ANTH 340 - Contemporary Issues in Native American Art
- A course taken on a Colgate study group or approved program by permission of the department

## Geographic Region or Area (GR)

At least one course from the following:

- ANTH 218 - Practices of Peace and Conflict - War in Lived Experience
- ANTH 242 - The Archaeology of Race and Ethnicity in America (MC, GR)
- ANTH 248/ARTS 248 - African Art (AH)
- ANTH 249/ARTS 249 - Art and Architecture of the Ancient Americas (AH)
- ANTH 250/ARTS 250 - Native Art of North America (AH)
- ANTH 252 - Muslim Societies in Transition (GR)
- ANTH 253 - Field Methods and Interpretation in Archaeology (MC, GR, FR)
- ANTH 300 - Museum Studies in Native American Cultures (MC, GR, FR)
- ANTH 355 - Ancient Aztec Civilization
- ANTH 356 - Ethical Issues in Native American Archaeology (MC, GR)
- ANTH 357/ALST 357 - Indigenous Politics of Latin America
- ANTH 358 - Native American Cultures (GR)
- ANTH 363 - Globalization and Social Change in Latin America (GR)
- ANTH 365/ALST 365 - Andean Lives
- ANTH 371 - Gender and Society in Africa (GR)
- ANTH 376 - Archaeology of the Inkas and their Ancestors (MC, GR)
- ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age (GR)
- ARTS 340/ANTH 340 - Contemporary Issues in Native American Art
- A course taken on a Colgate study group or approved program by permission of the department



## Thesis

To complete the thesis requirement, students must enroll in ANTH 452 in the fall semester of the senior year and must have completed the following requirements: ANTH 102, ANTH 103, ANTH 211, and fieldwork. Students are expected to design substantive research projects grounded in recent anthropological theory and relevant literature on their topics and collect and analyze appropriate ethnographic or cultural data.

## GPA Requirement

To qualify for graduation, a minimum GPA of 2.0 is required in all courses counting toward the major.

## Anthropology Minor

For more information about the department, transfer credit, etc., visit the Sociology and Anthropology department page.

## Minor Requirements

### Required Courses

- ANTH 102 - Introduction to Cultural Anthropology (completed by the end of the sophomore year with a grade of C or better)
- ANTH 103 - Introduction to Archaeology (completed by the end of the sophomore year with a grade of C or better)
- Three additional ANTH electives, at least 2 must be at the 300 level

The department will accept for minor credit no more than one course taken at another institution and no more than one independent studies course in the department, except in special circumstances as approved by the department.

## GPA Requirement

A minimum GPA of 2.00 is required in all courses counting toward the minor.

## Sociology Major

Sociology is the scientific study of the organization and functioning of societies, their major institutions, groups, and values. Sociologists are particularly interested in understanding and explaining social issues and problems, and the sources of stress and change in contemporary and historical societies. Our courses provide students with critical perspectives on a wide range of major social issues, including globalization, immigration, social stratification and inequality, race and ethnic relations, gender and sexuality, age, aging, and ageism, unemployment, crime and deviance, conflict and war, environmental politics, social movements, popular culture, and media and politics. In addition, students take courses on classical and contemporary sociological theory, research design, and qualitative and quantitative research methods. The culmination of our curriculum is the required senior seminar. This course provides an opportunity for students to draw on their substantive and methodological training to complete an independent research project on a topic of their choice.



For more information about the department, honors/high honors, transfer credit, etc., visit the sociology and anthropology department page.

## Major Requirements

The major consists of a minimum of 9.50 courses.

The department will accept for major credit no more than two courses taken at another institution and no more than one independent study course in the department, except in special circumstances as approved by the department chair.

## Required Courses

- SOCI 101 - Introduction to Sociology (completed by the end of the sophomore year with a grade of C or better)
- SOCI 201 - Classical Social Theory
- SOCI 250 - Sociological Research Design and Methods

Students not meeting the above grade requirement must consult with the department chair before continuing in the major.

## Topical Methods

One half-credit (0.50) or one full-credit (1.00) topical methods course chosen from the following courses:

- ANTH 211 - Investigating Contemporary Cultures
- SOCI 251/GEOG 251 - Media Frames and Content Analysis
- SOCI 253/GEOG 253 - Interviews
- SOCI 254 - Community-Based Research

## Sociology Electives

- Five sociology electives of which three courses must be at the 300 level. (Students may take one 200- or 300-level anthropology (ANTH) course to satisfy one of their five electives, with permission from their adviser.)

It is strongly encouraged that at least one of these five electives be research-intensive or involve community based learning. Research Intensive courses (RI) are built around analysis of quantitative and/or qualitative sociological data to help understand key social institutions and issues. RI courses provide in-depth experience with research methods, and students use those methods to develop class-based research projects on the topic of the course. Community Based courses (CB) combine traditional class-based learning with first-hand experiences engaging with local communities. CB courses incorporate internships and action research opportunities where students may develop research projects and communication strategies to benefit communities in the Central New York region.

## Sociology Seminar

One of the following:

- SOCI 453 - Senior Seminar in Sociology
- SOCI 494 - Honors and High Honors Seminar

## GPA Requirement

To qualify for graduation, a minimum GPA of 2.0 is required in all courses counting toward the major.

## Sociology Minor

For more information about the department, transfer credit, etc., visit the sociology and anthropology department page.

## Minor Requirements

The department will accept for minor credit no more than one course taken at another institution and no more than one independent studies course in the department, except in special circumstances as approved by the department.

All sociology minors must meet the following requirements:

### All of the Following

- SOCI 101 - Introduction to Sociology (completed by the end of the sophomore year with a grade of C or better)
- Three full-credit electives, at least two at the 300 level

### One of the Following

- SOCI 201 - Classical Social Theory
- SOCI 250 - Sociological Research Design and Methods

## GPA Requirement

A minimum GPA of 2.00 is required in all courses counting toward the minor.

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# Division of University Studies

*Director N. Ries*

The Division of University Studies houses Colgate's Liberal Arts Common Core and the interdisciplinary programs listed below:

## Liberal Arts Common Core

Go to information for Liberal Arts Common Core

## Interdisciplinary Programs:

# Division of University Studies

### Faculty

*Director N. Ries*  
*Professor Kaimal*  
*Associate Professors* Bouck, Cooper, Graybill, Karn, Meyers, Worley  
*Visiting Assistant Professor* Rao  
*Senior Lecturers* Howard, Spires

The Division of University Studies houses Colgate's Liberal Arts Core Curriculum, the Department of Writing and Rhetoric, and the interdisciplinary programs listed below:

Africana and Latin American Studies  
Asian Studies  
Environmental Studies  
Film and Media Studies  
Jewish Studies  
Linguistics  
Medieval and Renaissance Studies  
Middle Eastern and Islamic Studies  
Native American Studies  
Peace and Conflict Studies  
Russian and Eurasian Studies  
Women's Studies  
Lesbian, Gay, Bisexual, Transgender, and Queer Studies

Each of these programs is described separately, and in alphabetical order, elsewhere in this chapter.

## Africana and Latin American Studies

### Faculty

*Professors* Banner-Haley, Bigenho, Hodges, Hyslop, Klugherz, Luciani, B.L. Moore, Moran (*Director*), Rojas-Paiewonsky

*Associate Professors* Baptiste, Etefa, Page, Simmons, Villarrubia

*Visiting Assistant Professor* Cresser

*NEH Professor of the Humanities* O'Connell

*Advisory Committee* Bigenho, Baptiste, Etefa, Klugherz, Hays-Mitchell, B.L. Moore, Moran (*Director*), Page, Roller, Simmons, Villarrubia

The Africana and Latin American Studies (ALST) Program is an interdisciplinary program that studies the histories and cultures, both material and expressive, of the peoples of Africa, the Caribbean, and Latin America, and of African Americans in the United States. It draws heavily from several disciplines in the arts and humanities (art, language, literature, music) and the social sciences (anthropology, archaeology, economics, geography, history, political science, and sociology), as well as educational studies, philosophy, psychology, religion, and writing and rhetoric. The program offers a major and a minor with four different emphasis: African, African American, Caribbean, and Latin American studies. United by a shared historical connection within the Atlantic world, Africans, African Americans (US), Latin Americans, and the peoples of the Caribbean provide rich opportunities for interdisciplinary and comparative studies. The program offers students the opportunity to study one particular group of people in relation to others in the wider Atlantic world. It examines the indigenous civilizations of these regions and studies the impact of migration, imperialism and colonialism, racism, nationalism, and globalization in shaping the lives, ideas, and cultural identities of their inhabitants.

The major in Africana and Latin American studies consists of nine courses. Students concentrate in African studies, African American studies, Caribbean studies, or Latin America studies. Each emphasis has a required *introductory course*, and all students are also required to take at least one approved course within the program from outside their own emphasis.

Substitution of other appropriate or equivalent courses, independent studies, or special study groups for the requirements for each concentration may be possible, but must be approved by the Africana and Latin American Studies Program director. Transfer courses, field study, and one-time-only courses by visiting professors can be credited toward the major or minor only with approval of the program director. A minimum average GPA of 2.00 in the courses chosen to count toward the major or minor in Africana and Latin American studies is required for graduation.

Majors in the Africana and Latin American Studies Program may not pursue a minor in the program. In the case of a double major, no more than two courses from the department or program of the second major may be counted for the ALST major, with the approval of the ALST director or respective coordinator. *The relationship between students and the coordinator of each concentration is a vital one, and it is imperative that each major and minor meet with the appropriate coordinator at least once a semester to assess progress toward meeting graduation requirements.*

As with the major, the minor in Africana and Latin American studies allows the student to concentrate in African studies, African American studies, Caribbean studies, or Latin American studies. It consists of six courses, no more than one of which may also be counted toward a student's major.

More than one Core Communities and Identities course may be counted toward the major or minor, but only one Core course used to meet Liberal Arts Core Curriculum requirements may also be counted toward the major or minor.

## Awards

*The Caribbean Studies Award* — awarded by the program to the student with the highest grade point average in Caribbean studies courses, to be used for the purchase of books related to this field of study.

*The OAS Award for Excellence in Latin American Studies* — awarded by the program to the student with the highest grade point average in Latin American studies courses, to be used for the purchase of books related to this field of study.

*The Arthur Schomburg Awards for Excellence in African Studies and in African American Studies* — awarded by the program to the student with the highest grade point average in African / African American studies courses, to be used for the purchase of books related to this field of study.

## Honors and High Honors

Majors may graduate with honors or high honors in Africana and Latin American studies. Qualifications for honors include, at graduation, a minimum overall average of 3.00, a major average of 3.30, and a successful defense before a designated faculty committee of an honors paper or project prepared under the direction of a member of the Africana and Latin American studies faculty. The committee that evaluates the final paper will be identified by the program director in consultation with the student and the student's faculty adviser. Prospective honors students should notify the appropriate coordinators of their intentions by the first week of October of the senior year. A student with a double major in Africana and Latin American studies and a second field may apply for honors in both areas by submitting and defending a paper in each. The paper topics may be related, but the focus and/or content of the two papers must differ substantially. Beyond the requirements for honors, high honors requires a major average of 3.7. High honors projects are usually begun in the fall of the senior year. Students who expect to qualify for honors or high honors should register for ALST 499.

## Study Groups and Field Projects

**Study Groups** Periodically, the Africana and Latin American Studies Program has sponsored study groups in Africa, Latin America, or the Caribbean under the direction of faculty members associated with the program. Decisions on the awarding of credits are set prior to the consolidation of each study group. See Off-Campus Study for further information about an interdisciplinary study group in Jamaica.

Additionally, the Africana and Latin American Studies Program supports extended study groups to South Africa (ALST 380). For more information, see Extended Study.

**Model African Union Project** The Africana and Latin American Studies Program participates in the Model African Union, held each spring at Howard University, Washington, D.C. Highlights of the trip include visits to the embassies of the African countries the Colgate team is representing, as well as engaging in debate with student representatives from over thirty colleges and universities across the country. The program is offered as a half-credit course, ALST 290.



# African American & Latin American Studies Major, African American Studies Emphasis

*Coordinator Simmons*

The African American experience in the United States has been the result of a complex history spanning almost four hundred years centered on enslavement, racial violence, segregation, and discrimination. This concentration not only focuses on African Americans' resistance to those manifest injustices, but it also examines their significant contributions to the economy, society, and culture of the United States, as well as their achievements in politics, education, art, science, and in the economy. Some of the major themes studied are slavery and abolition; the politics of race and racism; black leadership, the civil rights movement, and the continuing struggle for social justice; as well as social and cultural phenomena like the Harlem Renaissance and the rise of a black middle class.

A student must complete major declaration procedures with the appropriate coordinator *no later than the second term of the sophomore year*, unless an exception is approved by the program director.

For more information about the program, honors/high honors, transfer credit, etc., visit the Africana and Latin American studies program page.

## Major Requirements

The requirements for the ALST major with a concentration in African American studies are as follows:

### Required Courses

- ALST 202 - Introduction to African American Studies
- ALST 220 - The Black Diaspora: Africans at Home and Abroad
- UNST 350 - Interdisciplinary Methods Seminar

### Four African American Studies Electives

Should be chosen in consultation with the coordinator. Of the four electives, at least two courses must be at the 300 level or higher.

African American Studies Electives

### 200- or 300-Level Elective

One additional 200- or 300-level elective must be selected from any area of the program outside of the student's primary concentration.

### Senior Capstone Seminar

UNST 410 - Seminar: Area, Regional, and Global Study is the senior capstone seminar and is required for all majors. In the event that UNST 410 is not offered, students may substitute another seminar in consultation with the coordinator and the program director.



## African American & Latin American Studies Major, African Studies Emphasis

*Coordinator, Etefa*

Africa, the second largest continent, combines a remarkable number of peoples and cultures. The continent possesses over fifty political units, and its 450 million people speak an estimated 600–800 distinct languages. The diversity of its cultures, modes of agriculture, and industrial production represent a broad spectrum of the human experience. Themes and topics of this concentration include the complexity of traditional African cultures, philosophies, and political institutions; the impact of the trans-Atlantic slave trade; the introduction of European colonialism; African nationalism and liberation movements; and the ethnic, economic, political, and international relations of the modern African state. Majors and minors have the opportunity to participate in the National Model African Union simulation, sponsored by Howard University in Washington, D.C., through enrollment in the half-credit course, ALST 290.

A student must complete major declaration procedures with the appropriate coordinator *no later than the second term of the sophomore year*, unless an exception is approved by the program director.

For more information about the program, honors/high honors, transfer credit, etc., visit the Africana and Latin American studies program page.

### Major Requirements

The requirements for the ALST major with an African studies Emphasis are as follows:

#### Required Courses

- ALST 201/CORE 189C - Africa (serves as ALST introduction to African studies)
- ALST 220 - The Black Diaspora: Africans at Home and Abroad
- UNST 350 - Interdisciplinary Methods Seminar

#### Four African Studies Electives

Should be chosen in consultation with the coordinator. Of the four electives, at least two courses must be at the 300 level or higher.

African Studies Electives

#### 200- or 300-Level Elective

One additional 200- or 300-level elective or CORE Communities and Identities (CI) course must be selected from any area of the program outside of the student's primary concentration.

#### Senior Capstone Seminar

UNST 410 - Seminar: Area, Regional, and Global Study is the senior capstone seminar and is required for all majors. In the event that UNST 410 is not offered, students may substitute another seminar in consultation with the coordinator and the program director.

## African American & Latin American Studies Major, Caribbean Studies Emphasis

*Coordinator* Baptiste

The Caribbean forms an important historical and cultural bridge between Africa and Afro-America, and was the birthplace of European settlement and colonization in the Americas. Better known in the United States as a tourist destination, the region has a rich but tragic history intimately connected with Euro-American imperialism and plantation slavery. Nevertheless, by bringing together people of widely diverse ethnicities from all over the world, the plantations became a virtual laboratory of socio-cultural engineering to produce some of the earliest and most complex multiracial societies. In conjunction with a study group that spends a semester at the University of the West Indies, ALST majors within the Caribbean concentration are exposed to a diverse range of issues relating to race relations, cultural identity, political governance, and economic development that are embedded in the history, literature, politics, and economies of the territories of the region.

A student must complete major declaration procedures with the appropriate coordinator *no later than the second term of the sophomore year*, unless an exception is approved by the program director.

For more information about the program, honors/high honors, transfer credit, etc., visit the Africana and Latin American studies program page.

### Major Requirements

The requirements for the ALST major with a concentration in Caribbean studies are as follows:

#### Required Courses

- ALST 203/CORE 163C - The Caribbean (serves as ALST introduction to Caribbean studies)
- ALST 220 - The Black Diaspora: Africans at Home and Abroad
- UNST 350 - Interdisciplinary Methods Seminar

#### Four Caribbean Studies Electives

Should be chosen in consultation with the coordinator. Of the four electives, at least two courses must be at the 300 level or higher.

Caribbean Studies Electives

#### 200- or 300-Level Elective

One additional 200- or 300-level elective must be selected from any area of the program outside of the student's primary concentration.

## Senior Capstone Seminar

UNST 410 - Seminar: Area, Regional, and Global Study is the senior capstone seminar and is required for all majors. In the event that UNST 410 is not offered, students may substitute another seminar in consultation with the coordinator and the program director.

## African American & Latin American Studies Major, Latin American Studies Emphasis

*Coordinator Klugherz*

Latin America has a complex history, a variety of cultures and political systems, a literature of international stature, and an important place in world affairs. The ALST Latin American concentration offers students the opportunity to undertake a comparative and interdisciplinary study of Latin American society and culture, drawing from such disciplines as anthropology, archaeology, art and art history, economics, geography, history, literature and literary criticism, political science, and music.

A student must complete major declaration procedures with the appropriate coordinator *no later than the second term of the sophomore year*, unless an exception is approved by the program director.

For more information about the program, honors/high honors, transfer credit, etc., visit the Africana and Latin American studies program page.

## Major Requirements

The requirements for the ALST major with a concentration in Latin American studies are as follows:

### Required Courses

- ALST 230 - Introduction to Latin American Studies
- SPAN 354/SPAN 355 - Latin American Literature: The Many Voices of Latin America, or a language equivalent is required

### Four Electives

Should be chosen in consultation with the coordinator. Of the four electives, at least two courses must be at the 300 level or higher. Latin American Studies Electives

### Additional Elective

One additional 200- or 300-level elective must be selected from any area of the program outside of the student's primary concentration.

## Senior Capstone Seminar

UNST 410 Seminar: Area, Regional, and Global Study is the senior capstone seminar and is required for all majors. In the event that UNST 410 is not offered, students may substitute another seminar in consultation with the coordinator and the program director.

## **African American & Latin American Studies Minor, African American Studies Emphasis**

*Coordinator Simmons*

A student must complete minor declaration procedures with the appropriate coordinator as soon as possible but *no later than the end of the full-term course withdrawal period in the first term of the senior year.*

For more information about the program, transfer credit, etc., visit the Africana and Latin American studies program page.

### **Minor Requirements**

The requirements for the ALST minor with a concentration in African American studies are as follows:

- ALST 202 - Introduction to African American Studies
- ALST 220 - The Black Diaspora: Africans at Home and Abroad
- Four African American Studies Electives, at least two courses must be at the 300 level or higher.

## **African American & Latin American Studies Minor, African Studies Emphasis**

*Coordinator Etefa*

A student must complete minor declaration procedures with the appropriate coordinator as soon as possible but *no later than the end of the full-term course withdrawal period in the first term of the senior year.*

For more information about the program, transfer credit, etc., visit the Africana and Latin American studies program page.

### **Minor Requirements**

The requirements for the ALST minor with a concentration in African studies are as follows:

- ALST 201/CORE 189C - Africa (serves as ALST introduction to African studies)
- ALST 220 - The Black Diaspora: Africans at Home and Abroad
- Four African Studies Electives, at least two courses must be at the 300 level or higher.

## **African American & Latin American Studies Minor, Caribbean Studies Emphasis**

*Coordinator Baptiste*

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A student must complete minor declaration procedures with the appropriate coordinator as soon as possible but *no later than the end of the full-term withdrawal period in the first term of the senior year.*

For more information about the program, transfer credit, etc., visit the Africana and Latin American studies program page.

## Minor Requirements

The requirements for the ALST minor with a concentration in Caribbean studies are as follows:

- ALST 203/CORE 163C - The Caribbean (serves as ALST introduction to Caribbean studies)
- ALST 220 - The Black Diaspora: Africans at Home and Abroad
- Four Caribbean Studies Electives, at least two courses must be at the 300 level or higher.

## African American & Latin American Studies Minor, Latin American Studies Emphasis

*Coordinator Klugherz*

A student must complete minor declaration procedures with the appropriate coordinator as soon as possible but *no later than the end of the full-term course withdrawal period in the first term of the senior year.*

For more information about the program, honors/high honors, transfer credit, etc., visit the Africana and Latin American studies program page.

## Minor Requirements

The requirements for the ALST minor with a concentration in Latin American studies are as follows:

- ALST 230 - Introduction to Latin American Studies
- Four Latin American Studies Electives, at least two courses must be at the 300 level or higher.

One of the following:

- SPAN 354 - Latin American Literature: Illusion, Fantasy, Magical Realism or a language equivalent is required
- SPAN 355 - Latin American Literature: The Many Voices of Latin America or a language equivalent is required

## Asian Studies

### Faculty

*Robert Ho Professor* Robinson  
*Associate Professors* Yamamoto (*Director*)

*Advisory Committee* Crespi, Erley, Godfrey, Graybill, Hirata, Hodges, Hsu, Kaimal, Kato, Khan, Khanna, Mehl, Murshid, Nam, Palmer, Rajasingham, Robinson, Rotter, Rutherford, Stevens, Sullivan, Wang, Yamamoto (*Director*), Yang

Asia holds a unique and vital place within the globalizing world of the early 21st century. Home to an extraordinary range of linguistic and ethnic groups, this broad and dynamic region is rich in cultural and environmental diversity. Engaging the many changes taking place in Asian societies today requires a similarly diverse set of intellectual skills. To this end, the Asian Studies Program at Colgate integrates scholarly approaches spanning the arts and humanities and social sciences: from literature, art, and religion to history, politics, economics, and geography. The Asian studies major encourages students to undertake their own interdisciplinary explorations of this region.

## Awards

*The Award for Excellence in Area Studies (South Asia, China, Japan, Pan-Asia)* — awarded by the program to students on the basis of outstanding academic performance in coursework taken within the major.

## Study Groups

The Asian Studies Program strongly encourages majors to participate in Colgate study groups and in approved programs in India or other locations in Asia. Faculty of the program serve as directors of study-abroad programs in China, Japan, and Korea. For more information, see *Off-Campus Study*.

### China Study Group

Spends approximately four months in Shanghai, Taiwan, and Hong Kong, in intensive language training and firsthand observation of recent cultural, political, and economic changes.

### Japan Study Group

Based in Kyoto, provides lodging with Japanese families; intensive language training; and instruction in Japanese politics, economics, business, religion, art, linguistics, and literature.

### Korea Study Group

Hosted by Yonsei University in Seoul, serves the academic needs of students interested in educational studies and Asian studies.

## Honors and High Honors in Asian Studies

Asian studies majors who have GPAs of 3.30 or better in the major and an overall GPA of 3.00 are encouraged to pursue honors study. A candidate for high honors must have a GPA of 3.70 in the major and an overall GPA of 3.00. Each eligible student undertakes a project, the form of which — a written research paper, an exhibition, a performance — is decided in consultation with the student's honors adviser. To qualify for honors, the project must be judged by a committee of two faculty members to be of at least A quality. For high honors the project must be so judged by three faculty members from at least two different departments, and in addition the candidate must pass with distinction an oral examination conducted by the three-member committee. Often, the project for honors or high honors is begun on a study group, or during the junior year or fall semester of the senior year, in any 300- or 400-level course or any independent study course. The project is continued through the spring term in ASIA 499 - Special Studies for Honors.

## Asian Studies Major

Asian studies offers students a flexible set of course options to explore Asia widely while focusing upon one subregion.

For more information about the program, honors/high honors, transfer credit, etc., visit the Asian studies program page.

## Major Requirements

Nine courses are required for the major, of which four courses must be at the 300 or 400 level.

The introductory course may count toward the five courses focused on a single subregion of Asia. Three other courses should be chosen from the list of Governed Electives (below) and may address any region of Asia. Other courses may also serve as electives for this major if they are at the 300 or 400 level and if at least 40 percent of the course and of the student's work concerns Asia. Students must gain approval from the director of Asian Studies prior to taking these courses for them to count toward the major.

Majors are strongly encouraged to acquire proficiency in one or more Asian languages, although no more than three language courses at any level may count toward the nine courses required for the major. Normally, the nine courses will include courses from at least two of these three divisions: arts and humanities, social sciences, natural sciences and mathematics.

Students completing two majors (i.e. double-majors) may only count two courses toward both of those majors.

Major credit will be awarded for no more than two courses taken at another institution.

## Introductory Course

One introductory course drawn from the following Liberal Arts Core Curriculum courses:

- CORE 165C - China
- CORE 166C - India
- CORE 167C - Japan

- CORE 178C - Korea

## Electives

Five courses to be drawn from the list of electives, which must focus on one of the following subregions:

- *China,*
- *Japan, or*
- *South Asia (Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka).*

Alternatively, students may construct, in close consultation with an adviser, a program of five courses that compares two or more subregions. Comparative programs like this may also integrate courses that focus on

- *Korea;*
- *Southeast Asia (Cambodia, Indonesia, Laos, Malaysia, Thailand, Vietnam); and*
- *Asian American, Pan-Asian, and Inter-Asian studies.*

Governed Electives

## GPA Requirement

Majors must achieve at least a 2.00 GPA in the nine courses required for the major.

## Asian Studies Minor

For more information about the program, transfer credit, etc., visit the Asian studies program page.

## Minor Requirements

- Any Colgate study group in Asia, plus its prerequisites; or five courses from the Governed Electives list, normally to include at least two courses at the 300 or 400 level and no more than two language courses.



## Environmental Studies

### Faculty

*Professors* Fuller, E. Kraly, McCay, Turner, Kawall  
*Associate Professors* Baptiste, Cardelús, Frey, Helfant, Henke  
*Assistant Professors* Pattison, Tseng

*Steering Committee* Baptiste, Cardelús, Frey, Fuller, Helfant (*Director*), Henke, Kawall, E. Kraly, Leventer, McCay, Meyer, Parks, Pattison, Tseng, Turner

Colgate's Environmental Studies Program helps students to understand the complexity of environmental issues and to underscore the consequences and impacts of the human experience on the environment. Students in environmental studies learn to think, speak, and write clearly and articulately about environmental issues from a variety of perspectives. The environmental studies curriculum combines interdisciplinary breadth with depth in a chosen field of study.

The Environmental Studies Program is an interdisciplinary program located within the Division of University Studies and staffed by faculty from a number of departments who apply their knowledge and expertise to teaching and research endeavors that cross disciplinary boundaries. The program administers five majors: environmental studies plus four departmentally affiliated majors including environmental biology, environmental economics, environmental geography, and environmental geology. All five majors include a common set of courses that ensures a common interdisciplinary experience. Each student achieves depth in analytical ability by taking a specified set of courses, usually in a particular discipline, chosen in consultation with her or his adviser. To fulfill environmental studies graduation requirements, students must possess a minimum overall GPA of at least 2.00 in all courses counted toward the major, both ENST courses and those taken in other departments and programs.

## Honors and High Honors

Environmental studies majors wishing to pursue honors should consult with the environmental studies program director and a research sponsor no later than the spring of their junior year. Honors may be awarded to students majoring in environmental studies who accumulate a GPA of 3.30 in courses counted toward the major, and complete a semester-long independent research project under faculty guidance during enrollment in ENST 491 - Independent Study. Students pursuing honors will submit a proposal developed in consultation with an ENST-affiliated faculty member who will serve as research sponsor. The proposal describing the project will be submitted to the environmental studies steering committee in the fall semester of their senior year for approval. The research project should reflect the student's area of focus but must also demonstrate the understanding gained using an interdisciplinary perspective and approach. The Director of the program will normally serve as second reader to the honors project. Alternatively, the director and research sponsor may designate up to three faculty members to evaluate the merit of the work and report to the environmental studies steering committee. Students standing for honors will deliver an oral presentation to faculty and students of the program, and produce a report in a format most appropriate to the project. The environmental studies steering committee and the research sponsor must determine whether the oral presentation and report are of high quality and worthy of honors in the program. Students demonstrating exceptional commitment to research and meeting all the requirements for honors may be awarded high honors if the overall quality of their work is deemed to be outstanding by the environmental studies steering committee and research sponsor.

To qualify for graduation with honors or high honors in environmental biology, environmental economics, or environmental geography, students must take ENST 490 - Seminar in Environmental Studies and also meet

the requirements for honors or high honors in the biology, economics, or geography major (depending on the area of specialization). The major GPA is calculated from all courses counted toward the major, both ENST courses and those taken in other departments and programs.

### **Honors and High Honors for Environmental Geology**

To be eligible for honors in environmental geology, students must complete the following requirements in addition to the environmental geology major: (1) Complete ENST 490 - Seminar in Environmental Studies, (2) take four full-credit courses in mathematics, chemistry, physics, or biology, (3) complete a year-long senior thesis as described in the honors section of the geology major, and (4) achieve a minimum average GPA of 3.0 in the three 200-level core courses and 400-level capstone course. If additional courses are taken in these categories, the highest grades will be used to compute this GPA.

## **Transfer Credit**

A maximum of two course credits transferred from other institutions may be applied toward the environmental studies major. One course credit transferred from another institution may be applied toward the environmental studies minor. If the requirement for *Focus in a Particular Field of Study* is waived because of a second major or minor, transfer credits contributing to the second major or minor do not count toward this maximum. Approved courses taken as part of Colgate sponsored study groups, such as the Australia study group affiliated with the Environmental Studies Program, are not considered transfer credits and do not count toward the maximum. In many cases, courses that might be applied toward the environmental studies major or minor will be approved for university credit by another department on campus. For example, an environmental economics course would be reviewed for credit by the economics department. Once approved for university credit, the course must be approved by the director of environmental studies for credit toward the major or minor. In some cases, a course might be approved for university credit as an environmental studies (ENST) course. Students must supply the director with a course description and syllabus to apply for transfer credit in these cases. Limits on the transfer of courses toward environmental biology, environmental economics, environmental geography, and environmental geology majors are determined by the biology, economics, geography, and geology departments, respectively, and are available in the affiliated department section in this chapter.

## **Australia Study Group**

This program at the University of Wollongong provides a unique opportunity for junior majors and minors to expand their studies of the environment. For more information, see Off-Campus Study.

## **Awards**

*The Award for Excellence in Environmental Studies* — awarded annually to the environmental studies student who has demonstrated excellence in academics and in service to the environmental studies community.

## **Environmental Biology Major**

*Advisers* Cardelús, Frey, Fuller, Ingram, McCay, McHugh, Watkins

This major is affiliated with the Environmental Studies Program (ENST) and is designed for students interested in biology and the environment.

Environmental biology provides the student with a focus on biological systems and how organisms interact with the abiotic and biotic components of the environment. It also provides a breadth of exposure to environmental studies beyond the field of biology. The courses below are required for the major.

For more information about the program, honors/high honors, transfer credit, etc., visit the environmental studies program page.

## Major Requirements

### Environmental Studies Courses (Six)

#### Required Courses

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 390 - Community-based Study of Environmental Issues
- One full-credit course or two half-credit courses from the list of Interdisciplinary Courses Focused on the Environment.

Both of the following methods courses:

- BIOL 320 - Biostatistics and BIOL 320L
- GEOG 245 - Geographic Information Systems

One of the Following

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

### Biology Courses (Six)

#### Required Courses

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L
- BIOL 330 - Conservation Biology

#### Additional Biology Courses

Three additional biology courses, numbered below BIOL 470, with at least one from each of the areas noted below. Only one of these courses may be BIOL 101 or BIOL 102.

#### Courses in Ecology

- BIOL 203 - Ecology and BIOL 203L

- BIOL 332 - Tropical Ecology and BIOL 332E
- BIOL 335 - Limnology and BIOL 335L
- BIOL 336 - Advanced Ecology and BIOL 336L
- BIOL 340 - Marine Biology
- BIOL 359 - Ecosystem Ecology and BIOL 359L
- BIOL 364 - Population Biology and BIOL 364L
- BIOL 371 - Molecular Ecology and BIOL 371L
- BIOL 328 - Field Ecology

### Courses in Organismal Biology

- BIOL 101 - Topics in Organismal Biology
- BIOL 102 - Topics in Human Health
- BIOL 182 - Molecules, Cells, and Genes and BIOL 182L
- BIOL 206 - Organismal Biology and BIOL 206L
- BIOL 301 - Parasitology and BIOL 301L
- BIOL 304 - Invertebrate Zoology and BIOL 304L
- BIOL 305 - Vertebrate Zoology and BIOL 305L
- BIOL 311 - Comparative Physiology and BIOL 311L
- BIOL 313 - Microbiology and BIOL 313L
- BIOL 315 - Biology of Plants and BIOL 315L
- BIOL 341 - Animal Behavior and BIOL 341L
- BIOL 355 - Advanced Topics in Organismal Biology
- BIOL 357 - Plant Evolution and BIOL 357L

### Research Course

One of the following courses in research:

- Biology course numbered BIOL 470 or higher
- ENST 491 - Independent Study (with permission of the program director)

### Other Required Courses (one or two)

Students should choose one of the following three options:

- CHEM 101 - General Chemistry I and CHEM 101L
- CHEM 102 - General Chemistry II and CHEM 102L
- or
- CHEM 101 - General Chemistry I and CHEM 101L
- GEOL 253 - Environmental Geochemistry and Analysis and GEOL 253L
- or
- CHEM 111 - Chemical Principles and CHEM 111L

## Graduate Study or a Career in the General Area of Environmental Biology

Students who wish to pursue graduate study or a career in the general area of environmental biology should consider taking CHEM 263/CHEM 263L, CHEM 264/CHEM 264L and PHYS 111/PHYS 111L, PHYS 112/PHYS 112L.

## Environmental Economics Major

*Advisers* Globus-Harris, Klotz, Turner

The environmental economics major program focuses on the relationships between the economic system and the natural environment, including the use of the natural environment as an economic asset and the impact on the natural environment of the economic system. In addition to courses stressing economic analysis, the major program includes a study of the relevant sciences, humanities and other social sciences.

This major is part of the Environmental Studies (ENST) Program and is designed for students who are interested in analyzing environmental issues using the framework of economics. Students take a set of courses in the ENST program as well as economics courses that have an environmental emphasis but also provide breadth in economics. The ENST courses focus on interdisciplinary approaches to ethical, natural scientific, and social scientific aspects of environmental issues.

For more information about the program, honors/high honors, transfer credit, etc., visit the environmental studies program page.

## Major Requirements

The major program consists of the following requirements:

### Environmental Studies Courses (four)

#### All of the Following

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 390 - Community-based Study of Environmental Issues
- One full-credit course or two half-credit courses from the list of Interdisciplinary Courses Focused on the Environment

#### One of the Following

- ENST 321 - Global Environmental Justice
- ENST 232 - Environmental Justice

## Economics Courses (six)

### All of the Following

- ECON 151 - Introduction to Economics
- ECON 251 - Intermediate Microeconomics (with a minimum grade of C)
- ECON 252 - Intermediate Macroeconomics (with a minimum grade of C)
- ECON 375 - Applied Econometrics (with a minimum grade of C)
- ECON 483 - Seminar in Resource and Environmental Economics (or, with permission of the major adviser and program director, another economics seminar with a research project focused on an environmental or resource issue)

### One of the Following

Students interested in pursuing graduate study or a career in the general area of environmental economics are encouraged to take both of these courses.

- ECON 228 - Environmental Economics
- ECON 383 - Natural Resource Economics

### Other Required Courses (three)

- One course from the Earth Systems and Processes list, or with permission of the program director an additional course that satisfies the Interdisciplinary Courses Focused on the Environment requirement.
- One course from the Social Science Investigations of Environmental Issues list, or with permission of the program director an additional course that satisfies the Interdisciplinary Courses Focused on the Environment requirement.
- One course from the Arts and Humanities Courses Related to the Environment list, or with permission of the program director an additional course that satisfies the Interdisciplinary Courses Focused on the Environment requirement.

## Major Declaration

In order to declare an environmental economics major, students must have first earned a grade of C or better in either ECON 251 or ECON 252. Students who declare a major while enrolled in one of these courses may file "provisional" major declarations. Students with a grade lower than C in ECON 251, ECON 252, or ECON 375 may not declare an environmental economics until a grade of C or higher is earned.

## Environmental Geography Major

*Advisers* Ballvé, Burnett, Graybill, Klepeis, E. Kraly, Meyer, Loranty, Scull

Environmental geography engages students in the interrelations between human systems and the natural environment. The major combines courses in the Department of Geography with a common set of environmental studies courses and courses offered in other relevant disciplines. In collaboration with the major adviser, environmental geography majors select a specific theme within environmental studies on which to focus. Examples that correspond to geography faculty expertise include climatology, population

studies, environmental health, environmental systems analysis, gender and the environment, geographic information systems (GIS), political economy of the global environment, sustainable agriculture, and sustainable development.

This major in affiliation with the Environmental Studies Program (ENST) provides students with an opportunity to consider explicitly environmental issues from a geographic perspective. Courses in geography and a common set of courses in the ENST program are combined in an interdisciplinary course of study that focuses on climatology, population studies, environmental health, urban ecology, environmental systems analysis, geographic information systems analysis, sustainable agriculture, sustainable development, and gender and environment.

For more information about the program, honors/high honors, transfer credit, etc., visit the environmental studies program page.

## Major Requirements

The major program consists of the following requirements:

### Environmental Studies Courses (four)

#### All of the Following

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 390 - Community-based Study of Environmental Issues
- One full-credit course or two half-credit courses from the ENST list of Interdisciplinary Courses Focused on the Environment

#### One of the Following

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

### Geography Courses (seven)

#### All of the Following

- GEOG 211 - Geographies of Nature, Economy, Society
- GEOG 245 - Geographic Information Systems and GEOG 245L
- GEOG 250 - Research Methods (which must be taken on campus by the end of the senior fall semester)
- GEOG 401 - Seminar in Geography

#### Two of the following

Only one may be a 100-level course

- GEOG 107 - Is the Planet Doomed?

- GEOG 314/SOCI 314 Population Issues and Analysis
- GEOG 316 - Environmental and Public Health Geographies
- GEOG 319 - Population and Environment
- GEOG 320 - Globalization, Development, and Environment
- GEOG 321 - Gender, Justice, and Environmental Change
- GEOG 322 - Ecologies of the City
- GEOG 323/REST 323 Arctic Transformations (PO)
- GEOG 324 - International Environmental Policy
- GEOG 325 - Water and Society
- GEOG 326 - Environmental Hazards
- GEOG 328 - Sustainability and Natural Resources
- GEOG 329/PCON 329 Environmental Security
- GEOG 332 - Weather and Climate
- GEOG 335 - Soil Geography
- GEOG 336 - Biogeography
- GEOG 338 - Earth System Ecology

### Other Required Courses (three)

- One course from the Earth Systems and Processes list, or with permission of the program director an additional course that satisfies the Interdisciplinary Courses Focused on the Environment requirement.
- One course from the Social Science Investigations of Environmental Issues list, or with permission of the program director an additional course that satisfies the Interdisciplinary Courses Focused on the Environment requirement.
- One course from the Arts and Humanities Courses Related to the Environment list, or with permission of the program director an additional course that satisfies the Interdisciplinary Courses Focused on the Environment requirement.

## Environmental Geology Major

*Advisers* Adams, Harpp, Leventer, Levy, Soja

This major program focuses on the geological components of the environment, including terrestrial and aquatic systems. The program emphasizes large-scale processes in earth systems and how they influence and are impacted by global change.

For more information about the program, honors/high honors, transfer credit, etc., visit the environmental studies program page.

### Major Requirements

The following courses are required for the major:

#### Environmental Studies Courses (four)

- ENST 202/PHIL 202 - Environmental Ethics



- ENST 232 - Environmental Justice or ENST 321 - Global Environmental Justice
- ENST 390 - Community-based Study of Environmental Issues
- One full-credit course or two half-credit courses from the list of *Interdisciplinary Courses Focused on the Environment*

## Geology Courses (seven)

All of the following:

- GEOL 190 - Evolution of Planet Earth
- Two full-credit courses numbered 250 or higher, excluding independent study courses. GEOL 101 may satisfy one of these elective courses.
- Capstone seminar: Any full-credit 400-level geology course, excluding GEOL 491.

## 200-level Courses

Any three of the following:

- GEOL 201 - Mineralogy and Geochemistry and GEOL 201L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 225 - Sedimentology and Surficial Processes and GEOL 225L
- GEOL 253 - Environmental Geochemistry and Analysis and GEOL 253L

## Cognate Science Courses (two)

- Any two full-credit courses in biology, chemistry, mathematics or physics. GEOG 245 may be taken in place of one of these courses.

## GPA Requirement

A GPA of 2.00 in the environmental geology major is necessary for graduation. A passing grade must be received in all courses counted toward the major.

## Additional Information

Students majoring in environmental geology are strongly encouraged to take the summer field course GEOL 320 - Techniques of Field Geology. Students who wish to pursue graduate study or a career in environmental geology are strongly encouraged to supplement the major requirements with at least one year of chemistry, mathematics, and physics or biology.

## Environmental Studies Major

The environmental studies major combines breadth in analytical perspectives, interdisciplinary courses in which students learn to combine analytical perspectives, and depth in a focus area of each student's choosing. The courses below are required for the major.

For more information about the program, honors/high honors, transfer credit, etc., visit the environmental studies program page.

## Major Requirements

### Environmental Studies Courses (four)

#### All of the Following

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 390 - Community-based Study of Environmental Issues
- ENST 490 - Seminar in Environmental Studies

#### One of the Following

- ENST 232 - Environmental Justice
- ENST 321 - Global Environmental Justice

### One Additional Interdisciplinary Course Focused on the Environment

One full-credit course or two half-credit courses from the following list:

- CORE 114S - Ecology, Ethics, and Wilderness
- CORE 119S - Environmental Activism, Science, and the Arts
- CORE 123S - Climate Change and Human History
- CORE 128S - Global Change and You
- CORE 154S - Caribbean Ecology and Environmental Concerns
- CORE 159S - Ecology and the Quality of the Environment
- CORE 178S - Water
- ENST 233 - Global Environmental Health Issues (0.50 credit)
- ENST 240 - Sustainability: Science and Analysis
- ENST 291 - Independent Study (with permission of the program director)
- ENST 391 - Independent Study (with permission of the program director)
- ENST 491 - Independent Study (with permission of the program director)
- ENST 309 - Australian Environmental Issues (Study Group)
- ENST 313 /ASIA 313 /SOCL 313 Environmental Problems and Environmental Activism in the People's Republic of China
- ENST 315 - Applied Natural Resource Conservation
- ENST 316 - Nature, Technology, and the Human Prospect
- ENST 321 - Global Environmental Justice (if it is not used to fulfill the *Environmental Studies requirement*)
- ENST 333 - Environment and Community Health in Africa: A Case Study in Rural Uganda (Extended Study) (0.50 credit)
- ENST 336 - Renewable Energy: Research and Implementation and ENST 336E
- ENST 344 - Managing Complexity: America's Public Lands
- ENST 490 - Seminar in Environmental Studies (if it is not used to fulfill the *Environmental Studies requirement*)
- GEOG 105 - Climate and Society
- GEOG 323/REST 323 - Arctic Transformations (PO)

## Methods Course

One full-credit course or two half-credit courses from the following list, or with permission of the program director another methods course appropriate for the student's chosen field of study:

- BIOL 320 - Biostatistics and BIOL 320L
- ECON 375 - Applied Econometrics
- GEOG 245 - Geographic Information Systems
- GEOG 250 - Research Methods
- GEOG 251 - Media Frames and Content Analysis (0.50 credit)
- SOCI 251 - Media Frame and Content Analysis (0.50 credit)
- GEOG 347 - Satellite Image Analysis (0.50 credit)
- GEOL 253 - Environmental Geochemistry and Analysis and GEOL 253L
- HIST 199 - History Workshop
- PHIL 225 - Logic I
- RELG 352 - Theory and Method in the Study of Religion

## Courses Providing Breadth of Analytical Perspectives (three)

### Earth Systems and Processes

One of the following courses:

- BIOL 181 - Evolution, Ecology, and Diversity and BIOL 181L
- BIOL 203 - Ecology and BIOL 203L
- BIOL 330 - Conservation Biology
- BIOL 332 - Tropical Ecology and BIOL 332E
- BIOL 335 - Limnology and BIOL 335L
- BIOL 336 - Advanced Ecology and BIOL 336L
- BIOL 340 - Marine Biology
- BIOL 359 - Ecosystem Ecology and BIOL 359L
- BIOL 328 - Field Ecology and BIOL 328L
- CHEM 100 - The Chemistry of Altered and Natural Environments
- CORE 101S - Energy and Sustainability
- CORE 102S - Molecules, Energy, and Environment
- GEOG 231 - Geography of the Physical Environment
- GEOG 332 - Weather and Climate
- GEOG 335 - Soil Geography
- GEOG 336 - Biogeography
- GEOG 338 - Earth System Ecology
- GEOL 101 - Environmental Geology and GEOL 101L
- GEOL 135 - Oceanography and the Environment
- GEOL 335 - Hydrology and Geomorphology and GEOL 335L
- GEOL 215 - Paleontology of Marine Life and GEOL 215L
- GEOL 318 - Coastal Geology and GEOL 318L
- GEOL 310 - Environmental Economic Geology
- GEOL 450 - Paleoclimatology

- GEOL 403 - Geochemistry
- GEOL 416 - Marine Geology and GEOL 416L
- GEOL 430 - Seminar on Acid Rain
- An additional course that satisfies the Interdisciplinary Courses Focused on the Environment requirement with the permission of the program director

## Social Science Investigations of Environmental Issues

One of the following courses:

- ALST 309 - Latin America: Critical Landscapes of Development
- ANTH 245 - Nature, Culture, and Politics (MC)
- ASIA 313 - Environmental Problems and Environmental Activism in the People's Republic of China
- ECON 228 - Environmental Economics
- ECON 383 - Natural Resource Economics
- ENST 241 - Sustainability and Climate Action Planning
- ENST 313 - Environmental Problems and Environmental Activism in the People's Republic of China
- ENST 319 - Food
- ENST 340 - Environmental Cleanup: Methods and Regulation
- GEOG 309 - Latin America: Critical Landscapes of Development
- GEOG 314 - Population Issues and Analysis
- GEOG 316 - Environmental and Public Health Geographies
- GEOG 319 - Population and Environment
- GEOG 320 - Globalization, Development, and Environment
- GEOG 321 - Gender, Justice, and Environmental Change
- GEOG 322 - Ecologies of the City
- GEOG 323 - Arctic Transformations
- GEOG 324 - International Environmental Policy
- GEOG 325 - Water and Society
- GEOG 326 - Environmental Hazards
- GEOG 328 - Sustainability and Natural Resources
- GEOG 329 - Environmental Security
- HIST 220 - The History of Nature and Capital in the United States (US)
- PCON 329 - Environmental Security
- POSC 335 - U.S. Environmental Politics
- REST 323 - Arctic Transformations (PO)
- SOCI 245 - Nature, Culture, and Politics
- SOCI 313 - Environmental Problems and Environmental Activism in the People's Republic of China
- SOCI 314 - Population Issues and Analysis
- SOCI 319 - Food (CB)
- An additional course that satisfies the Interdisciplinary Courses Focused on the Environment requirement with the permission of the program director

## Arts and Humanities Courses Related to the Environment

One of the following courses:

- ENGL 204 - Native American Writers
- ENGL 219 - American Literature and the Environment
- ENST 219 - American Literature and the Environment
- ENGL 336 - Native American Literature
- ENGL 420 - Emerson and Thoreau
- ENST 324 - Hunting, Eating, Vegetarianism
- GERM 326 - Germany and the Environmental Imagination
- PHIL 313 - International Ethics (VT) (with permission of the program director and the relevant instructor)
- PHIL 333 - Topics in Environmental Philosophy
- RELG 236 - Religion, Science, and the Environment
- An additional course that satisfies the Interdisciplinary Courses Focused on the Environment requirement with the permission of the program director
- Select Arts and Humanities Courses Related to the Environment may be used to satisfy this requirement with permission of the program director and the relevant instructor.

## Focus in a Particular Field of Study

Four courses (or a combination of full- and partial-credit courses, not including labs, that add up to four full-course credits) that provide depth in a field of study. No more than one of these courses can be at an introductory level, and at least one must be at an advanced level. These courses are in addition to those used to satisfy the requirements listed above. With permission of the program director any four courses that combine to provide depth in a field of study may be used, but normally all of the four courses used to satisfy this requirement will be from the same department or from the same one of the lists of requirements in:

Earth Systems and Processes

Social Science Investigations of Environmental Issues

Arts and Humanities Courses Related to the Environment

With permission of the program director, this requirement may be waived if a student has a second major or a minor.

## Environmental Studies Minor

Students are urged to enroll in the program as early as possible, with entry normally occurring no later than the end of the junior year.

For more information about the program, transfer credit, etc., visit the environmental studies program page.

## Minor Requirements

The minor consists of six courses:

### All of the Following

- ENST 202/PHIL 202 - Environmental Ethics
- ENST 232 - Environmental Justice

- or
- ENST 321 - Global Environmental Justice
  - ENST 390 - Community-based Study of Environmental Issues
  - Interdisciplinary Courses Focused on the Environment
  - Methods Course
  - One course from the following areas:
    - Earth Systems and Processes
    - Social Science Investigations of Environmental Issues
    - Arts and Humanities Courses Related to the Environment

## Film and Media Studies

### Faculty

*Professor Schwarzer*

*Associate Professor Simonson (Director), Worley*

*Assistant Professors Maitra*

*Visiting Assistant Professor Horwatt*

*Advisory Committee Lane, Lopes, Luthra, Maitra, Simmons, Simonson (Director), Worley*

The film and media studies program engages students in a critical study of film and other media. Through the study of history and theory, formal analysis, and production experiences, the program examines how film and media serve as powerful determinants of ideology, identity, and historical consciousness. Courses offered in a range of departments and programs constitute the major and minor, reflecting the fact that cinema and media-based research cuts across disciplines.

It has been said that the mass media collectively represent the most important and widely shared context for the receipt of information and ideas in our contemporary experience. Courses in Film and Media Studies question the consequences of our passive consumption of mass media as both entertainment and information. Students learn the history and theory of film and media, analytical approaches and strategies; they also come to understand the various ways in which film and media are produced, circulated, and consumed locally, nationally, and globally.

The film and media studies curriculum encompasses history, theory, and practice, with the goal of developing in students the critical skills necessary to analyze representation and experience as they are constructed by new and emerging visual technologies, and to put theoretical and historical knowledge into practice through media production courses and exercises.

## Awards

*The Film and Media Studies Award* — awarded for outstanding achievement in film and media studies.

## Honors and High Honors

The award of honors in film and media studies is dependent on faculty evaluation of work done in the FMST 400 independent research project and the student's GPA.

- **Independent Research Project:** Every major undertakes a senior project (FMST 400) in the fall of the senior year. Upon completion, the project may be nominated for honors. If nominated, the project is prepared by the senior for a public presentation. Following that presentation, faculty decide whether the project is worthy of honors. Honors will be conferred only on work of outstanding quality, while high honors will be awarded only to exceptional work of highest distinction.
- **GPA Requirements:** Film and media studies majors who have a GPA of 3.30 or better in the major and 3.00 overall will be considered for Honors. Film and media studies majors who have a GPA of 3.70 or better in the major and 3.00 overall will be considered for High Honors.



## Film and Media Studies Major

For more information about the program, visit the film and media studies program page.

### Major Requirements

The major consists of nine courses, as follows:

#### Foundational Course

- FMST 200 - Introduction to Film and Media Studies

#### Media Practice Course

One course from the following:

- ARTS 201 - Digital Studio: Creativity, Code, and Cookbooks (SA)
- ARTS 202 - Digital Studio: Distribution and Intervention (SA)
- ARTS 221 - Video Art: Representing Reality (SA) and ARTS 221L
- ARTS 222 - Video Art: Image Recycling (SA) and ARTS 222L
- ARTS 241 - Photography (SA)
- ARTS 242 - Digital Photography (SA)
- ARTS 251 - Printmaking (SA)

#### Additional Courses (Six)

Six additional courses, at least four of which are at the 300-level or above, and at least two of which are FMST-prefix courses.

No more than three courses from a single department or program outside of FMST may be counted toward the major.

Students are welcome to choose the six courses from any (and as many) of the below categories as they wish; students are, however, strongly encouraged to take at least one course from the *Film and Media in a Global Context* category.

Film and Media in a Global Context

Media Practice

Film History and Theory

Media History and Theory

Sonic Media Theory and Practice

Additionally, students may work with their major adviser to select up to two elective courses not listed here that constitute a focus area within film and media studies. In order to count towards the major, focus area

courses must be approved by the major adviser, the program director, and the relevant instructor. Examples of possible focus areas are: mass/popular culture, gender/sexuality, language, representation/subjectivity, narrative/narratology, digital and new media, etc. Please note that this is not an exhaustive list of possible focus areas.

## Senior Seminar Course

- FMST 400 - Special Topics in Film and Media Studies

## Additional Information

Courses comprising the major may be taken in any order; however, it is highly recommended that students take FMST 200 early in the program.

Students should be aware that certain courses have departmental prerequisites. It is the student's responsibility to fulfill these prerequisites, even if those courses themselves do not count toward the major in film and media studies.

No more than one course counted toward this major may also count toward another major or minor.

## Major Declaration

Students may declare the major after successfully completing FMST 200 with a grade of C or better.

## Film and Media Studies Minor

For more information about the program, transfer credit, etc., visit the film and media studies program page.

## Minor Requirements

The film and media studies minor will consist of five courses as follows:

### Required Course

- FMST 200 - Introduction to Film and Media Studies and FMST 200L

### Additional Courses (Four)

Four additional courses, at least two of which are at the 300-level or above. No more than two courses from a single department or program outside of FMST may be counted toward the minor.

Students are welcome to choose the four courses from any (and as many) of the following categories as they wish; students are, however, strongly encouraged to take at least one course from the *Film and Media in a Global Context* category, and at least one course from the *Media Practice* category.

Film and Media in a Global Context

Media Practice

Film History and Theory

Media History and Theory

Sonic Media Theory and Practice

## Additional Information

Courses comprising the minor may be taken in any order; however, it is highly recommended that students take FMST 200 early in the program.

Students should be aware that certain courses have departmental prerequisites. It is the student's responsibility to fulfill these prerequisites, even if those courses themselves do not count toward the minor in film and media studies.

## Jewish Studies

### Faculty

*Professors* Kepnes, A.S. Nakhimovsky  
*Associate Professor* Cushing  
*Senior Lecturers* Guez, Stahlberg  
*Visiting Assistant Professor* Eisenstat

*Advisory Committee* Cushing, Dauber (*Director - Fall*), Guez, Kepnes, A.S. Nakhimovsky, Nemes, Nisenbaum, Stahlberg (*Director - Spring*)

The Jewish Studies Program at Colgate encompasses a wide range of studies in Jewish religion, history, politics, and arts. In recognition of the complex interaction between religion and culture in Jewish life and the diversity of Jewish historical experience, the program in Jewish studies at Colgate is necessarily interdisciplinary. The Jewish studies minor makes use of faculty and course offerings in the arts and humanities, social sciences, and university studies, and encourages students to explore their particular interests, be they religious, literary, or political.

## The Saperstein Jewish Center

The Saperstein Jewish Center was dedicated in 1993 as a campus home for Jewish studies, as well as for Jewish religious and secular life. The center houses a Jewish book, music, and film library, as well as computer facilities. All students and faculty are encouraged to make use of these resources.

## Awards

*The Jewish Studies Award* — awarded by the program to an outstanding student of Jewish studies for continuing study in the field.

## Jewish Studies Minor

For more information about the program, transfer credit, etc., visit the Jewish studies program page.

## Minor Requirements

To complete the minor in Jewish studies the student must consult with a member of the advisory committee and/or the director to identify a course of study that includes five courses from the list below, at least one of which must be in Hebrew language. The five courses will normally include an introductory course in Judaism (JWST 208/RELG 208 or JWST 283/RELG 283) and a 400-level seminar or independent study.

No more than three courses from one department may be counted toward the minor.

Only one independent study and one non-Colgate course may be counted.

- HEBR 121 - Elementary Hebrew I

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This PDF is an extract of the full online catalogue as of August 1, 2018. Therefore, there may be some differences with the live web pages and links or other interactive content will not work.

- HEBR 122 - Elementary Hebrew II
- HEBR 201 - Intermediate Hebrew I
- HEBR 202 - Intermediate Hebrew II
- HIST 272 - War and Holocaust in Europe (EU/TR)
- HIST 346 - Germany and Eastern Europe, 1848 - 1989 (EU)
- JWST 181 - The Many Faces of Israel
- JWST 204 - Jewish Fiction since the Holocaust (in English)
- JWST 205/REST 205 - Yiddish Fiction in Translation
- JWST 208/RELG 208 - The Hebrew Bible in America  
JWST 213/RELG 213 - The Bible as/and Literature
- JWST 222/RELG 222 - Comparative Scripture
- JWST 228/RELG 228 - Jerusalem: City of Gods
- JWST 251/RELG 251 - Faith after the Holocaust
- JWST 283/RELG 283 - Experiencing Judaism
- JWST 303 - Jewish Fiction before the War (in English)
- JWST 308/RELG 308 - End of the World: Apocalyptic Thought and Movements in Historical Perspective
- JWST 339/RELG 339 - Modern Jewish Philosophy
- JWST 340 /RELG 340 - The Land of Israel
- JWST 343/RELG 343 - Gender and Judaism
- JWST 354/REST 354 - On Tyranny (SO)
- ENGL 368/PCON 368 - After Genocide: Memory and Representation
- POSC 215/MIST 215 - Comparative Politics: Middle East
- RELG 226 - Reason, Religion, and God
- RELG 230 - Feasting and Fasting: Religion and Food
- RELG 276 - Psychology of Religion

# Lesbian, Gay, Bisexual, Transgender, and Queer Studies

## Faculty

*Professor Rugg (Director), Valente*  
*Assistant Professor Barreto*

*Advisory Committee* Julien, Kemp-DeLisser, Kuan, Loe, Maitra, Rugg (*Director*), Serna, Simonson, Sprock, Stern, Valente, Woolley

The affiliated minor in lesbian, gay, bisexual, transgender, and queer studies (LGBT) examines the lives and representations of individuals and groups considered sexual minorities, as well as the various forces that have affected them across cultures and throughout time. Sexuality offers a critical lens to analyze communities, cultures, and subcultures; institutions, discourses, and literatures; economic and political movements; the social construction of power, status, and hierarchies; and identity categories configured on the basis of age, ability, class, ethnicity, gender, race, and religion. Moreover, sexuality is considered as the subject of biological, medical, and psychological research. LGBT studies is an interdisciplinary and multidisciplinary minor that emphasizes the application of new theories and methodologies (e.g., queer, feminist, critical race, and multicultural theories) to established disciplines as it promotes the generation of new knowledge within traditional fields. Through the minor, students gain critical understandings of normative categorization, query unspoken assumptions, examine social stratification and distributions of power, and explore the diversity of forms that sexuality has taken historically and in contemporary contexts.

### Related Major

- Women's Studies Major

## Awards

*The Lesbian, Gay, Bisexual, Transgender, and Queer Studies Award for Academic Excellence*, in honor of Marilyn Thie — awarded by the program to a senior, on the basis of completion of the minor or three or more courses, a GPA of 3.30 or higher, and significant scholarly achievement in LGBTQ studies.

## Lesbian, Gay, Bisexual, Transgender, and Queer Studies Minor

For more information about the program, transfer credit, etc., visit the lesbian, gay, bisexual, transgender, and queer studies program page.

### Minor Requirements

Completing the minor requires students to work closely with their course instructors, their advisers, and the LGBT director. Students are encouraged to incorporate a capstone experience, such as pursuing an

independent study or undertaking a thesis within one's department that meaningfully incorporates LGBTQ-related scholarship.

## Five Courses

A minimum of five courses, of which:

- At least three courses should be at the 300 or 400 level
- No more than two courses should come from a single department or program other than LGBT
- No more than one course should earn credit for an LGBT minor and the student's major

## One Course

One course must be taken from the following list and completed prior to declaring the minor:

- FMST 230 - LGBTQ Cinema/Transnational
- LGBT 220 - Lives, Communities, and Modes of Critical Inquiry: An Exploration into LGBTQ Studies
- LGBT 241/EDUC 241 - Queering Education
- SOCI 220 - Gender, Sexuality, and Society
- WMST 205 - Queer Latina Visualities: Art, Theory, and Resistance

## Four Additional Courses

At least four additional courses chosen from the following lists and in consultation with an adviser typically selected from the LGBT Advisory Committee:

- CLAS 232 - Sexuality and Gender in Ancient Greece and Rome
- ENGL 208 - Sex and the Global City
- ENGL 341 - Critical Theory: History, Sexuality, and Queer Time
- FMST 230 - LGBTQ Cinema/Transnational
- HIST 304 - Sex and Sexualities in U.S. History (US)
- LGBT 220 - Lives, Communities, and Modes of Critical Inquiry: An Exploration into LGBTQ Studies
- LGBT 227 - Machismo & the Latin Lover
- LGBT 241/EDUC 241 - Queering Education
- LGBT 303 - Queer Identities and Global Discourses
- LGBT 350 - Sexuality, Gender, and the Law
- LGBT 355 - Partners and Crime: Queer Outlaws in Literature and Film
- POSC 415 - Seminar: Social Justice Politics and Policy
- RELG 313 - The "Word" in the World: The Bible in Global Perspective
- SOCI 220 - Gender, Sexuality, and Society
- WMST 205 - Queer Latina Visualities: Art, Theory, and Resistance

## Other Courses

Other courses may be counted toward an LGBT minor, depending on the orientation of the course and/or the direction of the readings and student projects during a particular year. Such courses need the approval of the instructor and the LGBT director to be counted toward an LGBT minor. These courses include, but are not necessarily limited to, the following:

- ANTH 221 - Kinship and Marriage
- ANTH 315 - Gender and Culture
- ANTH 371 - Gender and Society in Africa (GR)
- CORE 158C - Puerto Rico
- ENGL 340 - Critical Theory: Language, Semiotics, and Form
- FREN 445 - 20th-Century French Autobiography
- FREN 450 - 20th-Century French Literature
- LGBT 391 - Independent Study
- LGBT 491 - Independent Study
- WMST 202 - Women's Lives: An Introduction to Women's Studies



# Linguistics

## Faculty

*Associate Professor* A.D. Nakhimovsky

*Advisory Committee* Aveni, Campbell, Davies, Garland, Hirata (*Director*), Kelly, A.D. Nakhimovsky, Ries, Stolova, Witherspoon

This academic minor focuses on the rigorous study of language from the perspectives of several contributing disciplines: the study of a specific language or language group in its contemporary condition or historical development; classical philology; philosophy; psychology and neuroscience; acoustic analysis; computer science. Students pursuing a minor in linguistics will encounter a wide variety of methodologies: careful data collection and classification, rigorous philosophical analysis, sociological surveys, psychological experiments, ethnographic and ethnolinguistic methodologies, and the writing of computer programs to analyze and interpret language data. The themes addressed by the linguistics minor include the sounds of language; word structure and etymology; styles and dialects; syntax, semantics, and pragmatics of language; language acquisition by children and adults; language in society; language and culture, historical development and language families; language and mind; language and the brain; language processing by computer; psychological perspectives on language.

Linguistics minors will give a presentation in the last semester of their senior year showing how their study of linguistics has informed their understanding of the world and the academic disciplines they have studied. The presentation can be based on a paper or papers they will have written in their linguistics-related courses.

Students pursuing the linguistics minor are strongly encouraged to undertake a capstone experience. This might consist of an independent study, a thesis presented at the annual end-of-year event, or both. Consult the department for faculty that may supervise the capstone experience.

## Linguistics Minor

For more information about the program, transfer credit, etc., visit the linguistics program page.

### Minor Requirements

To complete the minor in Linguistics, the student must consult with a member of the advisory committee and/or the director to identify a course of study that includes five courses from the list below. The five-course minor will normally include one of the courses listed in section 1 and four courses from section 2, with restrictions as outlined below. The courses can be taken in any sequence:

#### Section 1

#### One of the Following Courses

- CORE 115S - Language Acquisition
- CORE 140S - Language and Cognition

- CORE 150S - Linguistics: Data, Theory, and Experiments

## Section 2

Four additional courses selected from among those listed below, subject to the following conditions:

- No more than two of the four courses can be taken in the same department.
- At least two courses must be at the 300 or 400 level. All four courses may come from the Other Courses listed below, with two of them at the 300 or 400 level; or one of the four courses may be an advanced language course, and the other three from the Other Courses list, with one of those three at the 300 or 400 level. Only one course from the Other Courses list may be an independent study course.

## Advanced Language Courses

Advanced language courses taken abroad on a study group also qualify with approval by the director.

- CHIN 303 - Films and Broadcasts
- CHIN 405 - Reading Chinese Newspapers
- FREN 361 - French Composition, Grammar, and Conversation
- FREN 401 - Stylistics (Dijon Study Group)
- GERM 341 - Advanced Conversation and Composition (Study Group)
- GREK 301 - Greek Tragedy
- GREK 302 - Aristophanes
- GREK 310 - Homer
- GREK 320 - Herodotus
- GREK 321 - Thucydides
- GREK 350 - Plato
- ITAL 301 - Advanced Grammar and Composition
- JAPN 301 - Advanced Japanese I
- JAPN 401 - Readings in Japanese I
- LATN 321 - Livy
- LATN 340 - Roman Oratory
- LATN 350 - Roman Comedy
- LATN 360 - Roman Elegy
- LATN 370 - Ovid
- LATN 380 - Petronius
- LATN 420 - Lucretius
- LATN 440 - Vergil's Eclogues and Georgics
- LATN 450 - Cicero's Letters
- LATN 460 - Roman Satire
- REST 303 - Russian in Context
- REST 306 - Advanced Russian
- SPAN 361 - Advanced Composition and Stylistics

## Other Courses

- ENGL 301 - History of the English Language
- ENGL 304 - Introduction to Early Medieval Languages of Britain and Ireland
- JAPN 411 - Topics in Japanese Linguistics
- PHIL 225 - Logic I
- PHIL 342 - Philosophy of Language (M&E)
- PHIL 411 - Wittgenstein and the Philosophy of Language
- PSYC 250 - Human Cognition
- PSYC 355 - Language and Thought
- SPAN 475 - Spanish as a Global Language
- SPAN 476 - Linguistic History of Spain
- WRIT 210 - The Rhetoric of Style
- WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America
- WRIT 347 - Language and Gender

## Medieval and Renaissance Studies

### Faculty

*Director* C. Guile

*Professors* Cerasano, Davies, Staley

*Senior Lecturer* Tomlinson

*Advisory Committee* Cerasano, Cooper, Davies, Godwin, C. Guile (*Director*), Luciani, Staley, Stevens

The Medieval and Renaissance studies (MARS) minor enables students to explore the richness and variety of civilization from the late Roman era through the Renaissance and Reformation. Broadly interdisciplinary, it is intended as a supplement to traditional majors. Spanning the arts and humanities and social sciences, MARS covers history, art, literature, music, philosophy, science, and religion from the 4th to the 17th centuries.

Chronological parameters define the Middle Ages as beginning with the rise of Christianity in the 4th-century Roman Empire. The Renaissance encompasses the humanism of 15th-century Italy, the Protestant Reformation of the 16th century, and its aftermath in the 17th-century Counter-Reformation. Because of the difficulty of assigning absolute chronological limits to these diverse periods, some courses necessarily include material that crosses these boundaries; moreover, the emphasis in MARS is on creating interdisciplinary bridges across the curriculum, and the program is structured in a way that encourages students to explore a cross section of traditional fields. To this end, MARS courses can center on a topic area proposed by the student and agreed upon in consultation with a faculty adviser. However, courses in the minor should complement each other.

Students may elect to minor in either the medieval or Renaissance period or in a combination of both. In order to declare a minor, prospective students must write a statement of purpose (at least one page), explaining how the choice of courses in their minor will coalesce. This should normally be submitted to the program director by the spring term of the junior year. In order to take full advantage of course offerings and advising, students are urged to enroll in the program as early as possible in their undergraduate career.

## Award

*Award for Excellence in Medieval and Renaissance Studies* — awarded by the program for excellence in medieval and Renaissance studies.

## Medieval and Renaissance Studies Minor

For more information about the program, transfer credit, etc., visit the Medieval and Renaissance studies program page.

## Minor Requirements

The minor consists of at least five courses selected with the approval of an adviser belonging to the MARS faculty. Courses should be selected from the list below and must include a course in history. At least three different disciplines should be represented. French, Italian, and Spanish are considered to be separate

areas of study. Additional courses (notably topical seminars) may be accepted upon petition. It is the responsibility of the student to recognize that certain courses might require departmental prerequisites for which he or she would not necessarily receive credit toward the MARS minor. Only one independent study course and only one non-Colgate course will be counted toward the minor. Courses that are appropriate for the MARS minor are sometimes offered as part of the university's Venice study group program.

At least three courses should be at the intermediate level and at least one should be at the 400 (seminar) level — either an existing seminar or an independent research paper. Senior seminars and honors thesis courses in any department could provide a place for the student's capstone experience.

One year's study of Latin at Colgate is recognized as one course toward the minor. While there is no mandated language requirement, it is strongly recommended that students considering graduate school in a medieval or Renaissance field should study Latin at least through the intermediate level. Students are encouraged to explore early literature in Old and Middle English, as well as early period courses in the foreign language departments.

Courses from the following list are appropriate for the MARS minor:

- ARTS 207 - Roman Art (AH)
- ARTS 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages (AH)
- ARTS 216 - Nature's Mirror: Renaissance Arts 1400-1550 (AH)
- ARTS 220 - Bodies in Space: European Architecture, 1400-1800 (AH)
- ARTS 225 - Renaissance and Reformation in Northern Europe (AH)
- ARTS 226 - Nature's Order: Baroque Arts 1550-1750 (AH)
- ARTS 311 - The Arts in Venice during the Golden Age (Venice Study Group) (AH)
- MUSI 311 - The Arts in Venice during the Golden Age (Venice Study Group) (H&A)
- ENGL 200 - Major British Writers
- ENGL 203 - Arthurian Tradition
- ENGL 301 - History of the English Language
- ENGL 302 - The Literature of the Early Middle Ages
- ENGL 303 - Medieval Merchants, Knights, and Pilgrims
- ENGL 304 - Introduction to Early Medieval Languages of Britain and Ireland
- ENGL 321 - Shakespeare
- ENGL 322 - Shakespeare
- ENGL 325 - Milton
- ENGL 361 - Chaucer's Canterbury Tales
- ENGL 385 - Drama, Fiction, and Poetry of Tudor England
- ENGL 386 - Poetry, Prose, and Drama in the Century of the English Revolutions, 1600-1700
- ENGL 402 - Medieval Celtic Literature
- ENGL 408 - Literature of Medieval Women
- ENGL 445 - Life Writing: The Renaissance
- ENGL 458 - Shakespeare's Contemporaries
- ENGL 460 - Studies in the Middle Ages
- ENGL 461 - Studies in the Renaissance
- FREN 351 - Introduction to French Literature: From Chivalry to Versailles
- FREN 431 - Molière and La Fontaine
- FREN 433 - The Court of Louis XIV
- HIST 202 - Europe in the Middle Ages, c. 300 - 1500 (EU)
- HIST 232 - The Crusades (EU)
- HIST 238 - Europe in the Age of the Renaissance and Reformation (EU)

- HIST 241 - Tudor - Stuart Britain (EU)
- HIST 331 - Medieval Italy, c. 1000 - 1500 (EU)
- HIST 332 - Medieval England (EU)
- HIST 333 - The Medieval Church (EU)
- HIST 335 - Ships, Knowledge, and Colonies in the Making of Iberian Europe (EU)
- HIST 336 - The History of Bodies, Planets, and Plants in the Early Modern Period (EU)
- HIST 338 - The Age of Absolutism in Europe (EU)
- HIST 343 - The Formation of the Russian Empire (EU)
- REST 343 - The Formation of the Russian Empire (PR)
- HIST 358 - Conquest and Colony: Cultural Encounters in the New World (TR)
- HIST 370 - The Mongol Empire (TR)
- LATN 121 - Elementary Latin I
- LATN 122 - Elementary Latin II
- LATN 123 - Intensive Elementary Latin
- MUSI 215 - Music History I: Medieval through Baroque Periods (H&A)
- PHIL 303 - Medieval Philosophy (MF)
- POSC 380 - Reason, Faith, and Politics
- RELG 282 - Islamic Traditions
- RELG 287 - Protestant Traditions: Revolutions and Reformations
- RELG 306 - Dying for God: Martyrdom and Noble Death in Judaism and Christianity
- RELG 337 - Islamic Mysticism
- MIST 337 - Islamic Mysticism
- SPAN 351 - Spanish Literature: Knights and Troubadours in Medieval Spain
- SPAN 352 - Spanish Literature: Love and Honor in the Golden Age
- SPAN 460 - Spanish Renaissance and Baroque Poetry
- SPAN 461 - Theater of the Golden Age
- SPAN 462 - Cervantes' Don Quijote
- SPAN 466 - Colonial Latin American Literature

## Middle Eastern and Islamic Studies

### Faculty

*Professor Frank (Director), Monk*  
*Senior Lecturer Abdal-Ghaffar*  
*Visiting Assistant Professor Rogers*  
*Visiting Lecturer El Saeid Ahmed*

*Advisory Committee Abdal-Ghaffar, Kaimal, Khan, Monk, Mundy, Murshid, Rutherford, Spadola*

This program focuses on the Middle East and North Africa while also studying the wider Islamic world. It provides students with an understanding of the origins and development of the Islamic faith in its heartland, as well as an awareness of the multi-cultural and dynamic character of modern Islam. It also trains students in the history, culture, politics, and political economy of the Middle East, North Africa, and the Islamic world.

The area encompassed by this program extends from Morocco to the Philippines. It contains an extraordinary variety of linguistic and ethnic groups such as Arabs, Iranians, Turkic peoples, Kurds, Baluchis, Malays, and others. This region is home to over 1.4 billion Muslims, who constitute more than one-fifth of the world's population. It is the source of a rich religious and intellectual tradition that emerged from the same roots as the Western tradition and evolved over a long history of interaction with the West. It also plays an important role in global peace, security, and prosperity. These demographic, cultural, and strategic considerations will lead to a steady increase in contact between the Islamic world and the United States in the future. The Middle Eastern and Islamic Studies Program (MIST) program equips Colgate students with the knowledge and conceptual tools needed to understand and manage this relationship.

The themes addressed by the program include the history and development of the Islamic faith; colonialism and its impact on the cultures, economies, and politics of the region; the rise of nationalism and its relationship to tribal, religious, and ethnic identities; the emergence and impact of political Islam; the Arab-Israeli conflict; the prospects for democratization; and United States foreign policy toward the Middle East, North Africa, and the Islamic world.

## GPA Requirements

Only courses taken at Colgate or on a Colgate Study Group will count towards the major or minor GPA if a grade of C or better is earned.

## Honors and High Honors

In order to be eligible for honors, students must earn a grade of A- or better in the capstone course taken in the fall of their senior year and write a thesis in the spring. The thesis is normally an extension of work done in the capstone course. For honors, the thesis must be judged by a committee of two MIST faculty members from different disciplines and earn a grade of A- or better. For high honors, the thesis must be judged by a committee of three MIST faculty members from two or more different disciplines and earn a grade of A or better. An overall minimum GPA in the major of 3.50 is required for honors and 3.70 for high honors.

## Study Abroad

The MIST faculty and the off-campus study office have identified a small number of programs that we highly encourage students to attend for a summer or a semester. Three course credits toward the major can be earned through study in off-campus programs. Approved off-campus language courses may also count toward the major and are not included in the three-credit limit. Consult with MIST faculty for further details.

## Awards

*Award for Excellence in Middle Eastern and Islamic Studies* — awarded to the graduating senior who has excelled in Middle Eastern and Islamic Studies.

*The Muhammad Eissa Prize for Excellence in Arabic* — awarded by the faculty of Arabic to students who demonstrate excellence in studying Arabic language and culture.

## Courses

The courses listed below are offered by the MIST program. Use the major/minor links to find other courses that may count toward the MIST requirements.

## Middle Eastern and Islamic Studies Major

For more information about the program, honors/high honors, transfer credit, etc., visit the Middle Eastern and Islamic studies program page.

## Major Requirements

The major consists of 11 courses, only two of which may be shared with a cognate major such as international relations.

## Core Course

A MIST-related CORE course such as:

- CORE 183C - The Middle East
- CORE 170C - Islamic North Africa
- or another appropriate course.

## Language

Proficiency equivalent to four semester of study in a single MIST-related language.

Students who wish to fulfill the language requirement through study abroad must consult with the director to determine suitable programs and the procedure for transferring credit. In some cases, students are required to successfully complete a language proficiency exam upon their return to campus.



Students who place out of two or more language courses must still complete a total of at least nine MIST courses in order to fulfill the requirements of the major. Students pursuing honors are strongly encouraged to undertake additional language study.

This requirement is normally met through completion of four of the following courses in a single language:

- MIST 121 - Elementary Arabic I
- MIST 122 - Elementary Arabic II
- MIST 201 - Intermediate Arabic I
- MIST 202 - Intermediate Arabic II
- MIST 301 - Advanced Arabic I
- MIST 302 - Advanced Arabic II
- MIST 401 - Topics in Arabic Language and Culture I
- MIST 402 - Topics in Arabic Language and Culture II
- HEBR 121 - Elementary Hebrew I
- HEBR 122 - Elementary Hebrew II
- HEBR 201 - Intermediate Hebrew I
- HEBR 202 - Intermediate Hebrew II

## Additional Courses

Five additional courses selected from among those listed below. Students must complete one 200- or 300-level course in each group (A, B, and C). These three foundational courses must be taken at Colgate. Students may not count more than two courses from any one group toward the major. Two affiliated electives may be counted towards the major. At least two courses must be at the 300 level of which only one may be an affiliated electives. Students may petition to count up to two 300- or 400-level language courses toward the major, in addition to the four required language courses mentioned in the previous section.

### Group A: Arts and Humanities

- ARTS 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages (AH)
- ARTS 244 - Temples, Caves, and Stupas of India before 1300 (AH)
- ARTS 245 - Palaces and Paintings of India Since 1300 (AH)
- MIST 214/RELG 214 - Introduction to the Qur'an
- MIST 216/RELG 216 - Life of Muhammad
- MIST 310/RELG 310 - Islamic Jurisprudence
- MIST 337/RELG 337 - Islamic Mysticism
- RELG 234 - Women and Religious Traditions
- RELG 248 - Christianity, Islam, and Political Change in Africa
- RELG 282 - Islamic Traditions
- RELG 329 - Global Islam in the Modern World

### Group B: Historical Perspectives

- HIST 105 - Introduction to the Modern Middle East (ME)
- HIST 232 - The Crusades (EU) (with permission of instructor)
- HIST 255 - The Ottoman Empire, 1300 - 1924 (TR)
- HIST 263 - Cities of the Silk Road (TR)

- HIST 268 - History of Ancient and Medieval India (AS)
- HIST 269 - History of Modern India (AS)
- HIST 359 - Nationalism and Arab Identity in the 20th Century (ME)
- HIST 362 - The Mughal Empire, c. 1500 - 1750 (AS)
- HIST 385 - Darfur in Historical Perspective (AF)
- HIST 459 - Seminar on Modern Middle Eastern History (ME)
- MIST 351/PCON 351 - The Israel/Palestine Conflict

### Group C: Social Sciences

- ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age (GR)
- CORE 174C - Multi-Ethnic Israel
- CORE 185C - The Sahara
- MIST 215/POSC 215 - Comparative Politics: Middle East (CO)
- MIST 252/ANTH 252 - Muslim Societies in Transition (GR)
- MIST 304/POSC 304 - Islam and Politics
- MIST 305/GEOG 305 - Geopolitics of the Middle East
- MIST 363/POSC 363 - International Relations of the Middle East
- POSC 364 - Politics of India, Bangladesh, and Pakistan

### Affiliated Electives

- MIST 251 - Living Egypt (Extended Study)
- MIST 253 - Aspects of Contemporary Arab Societies: Morocco (Extended Study)

### Capstone Course

The capstone course, normally taken in the fall of the senior year, consists of a 400-level MIST designated seminar, UNST 410 Seminar: Area, Regional, and Global Study, or relevant seminars in other majors with permission of the seminar instructor and their program or department. This capstone course entails the completion of a substantial research paper on a topic relevant to the MIST major. Students seeking to count a single capstone course for two majors or seeking to take a seminar that is not MIST designated or is not taught by MIST faculty must have their capstone approved by their MIST academic adviser and the MIST program director.

## Middle Eastern and Islamic Studies Minor

For more information about the program, transfer credit, etc., visit the Middle Eastern and Islamic studies program page.

### Minor Requirements

The minor in MIST consists of five courses: a MIST-related Core Communities and Identities course (such as CORE 183C - The Middle East; CORE 170C - Islamic North Africa; or another appropriate course) and four other courses. Of these four, two courses must be chosen from among two of the three groups (Groups A, B, and C). The remaining two courses may be chosen from these groups or from the list of affiliated electives. No more than two courses may be taken in any one group. For purposes of the minor, language

courses are considered electives and a single semester of study counts towards the minor. Students are highly encouraged to take either Arabic or Hebrew. Two courses from transfer credit may be applied to the minor.

## Group A: Arts and Humanities

- ARTS 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages (AH)
- ARTS 244 - Temples, Caves, and Stupas of India before 1300 (AH)
- ARTS 245 - Palaces and Paintings of India Since 1300 (AH)
- MIST 214/RELG 214 Introduction to the Qur'an
- MIST 216/RELG 216 Life of Muhammad
- MIST 310/RELG 310 Islamic Jurisprudence
- MIST 337/RELG 337 Islamic Mysticism
- RELG 234 - Women and Religious Traditions
- RELG 247 - Death and Afterlife
- RELG 248 - Christianity, Islam, and Political Change in Africa
- RELG 282 - Islamic Traditions
- RELG 329 - Global Islam in the Modern World

## Group B: Historical Perspectives

- HIST 105 - Introduction to the Modern Middle East (ME)
- HIST 232 - The Crusades (EU) (with permission of instructor)
- HIST 255 - The Ottoman Empire, 1300 - 1924 (TR)
- HIST 263 - Cities of the Silk Road (TR)
- HIST 268 - History of Ancient and Medieval India (AS)
- HIST 269 - History of Modern India (AS)
- HIST 359 - Nationalism and Arab Identity in the 20th Century (ME)
- HIST 362 - The Mughal Empire, c. 1500 - 1750 (AS)
- HIST 385 - Darfur in Historical Perspective (AF)
- HIST 459 - Seminar on Modern Middle Eastern History (ME)
- PCON 351 - The Israel/Palestine Conflict
- MIST 351 - The Israel/Palestine Conflict

## Group C: Social Sciences

- CORE 174C - Multi-Ethnic Israel
- CORE 185C - The Sahara
- MIST 215/POSC 215 Comparative Politics: Middle East (CO)
- MIST 252/ANTH 252 Muslim Societies in Transition (GR)
- MIST 304/POSC 304 Islam and Politics
- MIST 305/GEOG 305 Geopolitics of the Middle East
- MIST 363/POSC 363 International Relations of the Middle East
- POSC 364 - Politics of India, Bangladesh, and Pakistan

## Affiliated Electives

- MIST 251 - Living Egypt (Extended Study)
- MIST 253 - Aspects of Contemporary Arab Societies: Morocco (Extended Study)

## Native American Studies

### Faculty

*Professors Kerber, Vecsey*  
*Associate Professor Lorenz (Director)*

*Advisory Committee Bigenho, De Lucia, Juarez, Kerber, Klugherz, Lorenz (Director), Reinbold, Roller, Vecsey, Wider*

The Native American Studies Program offers students the opportunity to undertake a comparative study of the pre-Columbian, colonial, and contemporary cultures of North and Latin America. The required and elective courses are drawn from a wide range of disciplines, representing the various topical and regional interests of Colgate faculty whose specializations include archaeology, art, cultural anthropology, education, ethnomusicology, geography, history, law, literature, and religion. Themes and topics of the major include the integrity, richness, and complexity of Native cultures; the reciprocal impact of contact between Native and non-Native populations in the Western Hemisphere; modes and processes of culture change; cultural disruption, resistance, and vitality; social movements; indigenous ways of knowing; and an understanding of the variety of methodological and theoretical approaches to Native American Studies, including comparisons with other indigenous cultures. A major in Native American Studies provides an excellent foundation for graduate education in the disciplines mentioned, as well as professional work in areas such as contract archaeology, environmental and cultural resource management, government services, non-governmental and non-profit organizations, law, museums, public health, and teaching.

## Honors and High Honors

Majors may achieve honors by having, at graduation, a minimum GPA of 3.30 in major courses and a minimum overall grade of 3.00. The candidate for honors also completes a research paper, written either in a 400-level independent study course or revised from a paper written in a 400-level course, or the equivalent, that is arranged in advance as an honors paper in Native American Studies. The honors paper must be judged to be of honors quality by a committee of two professors in Native American Studies, designated by the candidate in consultation with the program director. The candidate works with both professors (adviser and second reader) who are consulted during thesis development and provide comments on at least one substantive draft of the research paper prior to their final evaluation. The candidate for high honors must have, at graduation, a minimum GPA of 3.70 in major courses and a minimum overall grade of 3.00. The candidate for high honors produces a research paper, as described above, which is arranged in advance as a high honors paper. The paper must be judged to be of high honors by a committee consisting of two professors in Native American Studies, designated by the candidate in consultation with the program director. The candidate receives high honors by defending the paper with distinction in an oral examination conducted by at least three professors identified by the Native American Studies Program director.

## Santa Fe Study Group

An off-campus study group to Santa Fe, New Mexico, is offered to enable a select group of Colgate students to further their understanding of Native American history, archaeology, life, and culture. For more information, see Off-Campus Study. Majors and minors are strongly encouraged to participate in this study group.

## Extended Study

In conjunction with NAST 300 - Continuity in Pueblo Communities: Developing Models for Cultural Understanding, extended study in New Mexico offers students the opportunity to consider how cross-cultural understanding is developed and where and when it is frustrated.

## Awards

*The Anthony Aveni Award for Excellence in Native American Studies* — awarded by the program for excellence in Native American studies.

## Native American Studies Major

For more information about the program, honors/high honors, transfer credit, etc., visit the Native American studies program page.

### Major Requirements

The major in Native American Studies consists of nine courses and includes the following requirements:

#### North American (N) and Latin American (L) Courses

Seven elective courses, at least two courses must be taken in each of these areas:

North American (N) and Latin American (L) courses for Native American Studies

#### One of the Following

- ANTH 358 - Native American Cultures (GR)
- HIST 358 - Conquest and Colony: Cultural Encounters in the New World (TR)

#### 400-Level Course

An approved 400-level course or an approved 400-level independent study project

#### Additional Electives (with permission)

With permission of the director of Native American Studies, the following courses may also be counted among the North and Latin American electives when they have appropriate course content or a research paper is undertaken in one of these areas:

- ANTH 103 - Introduction to Archaeology (L)
- CORE 171C - Mexico (L)

- CORE 172C - California (N)
- CORE 177C - Peru (L)
- CORE 193C - Brazil (L)
- CORE 199C - Bolivia (L)
- HIST 209 - The Atlantic World, 1492 - 1800 (LAC) (L, N)
- HIST 230 - The Making of Latin America (LAC) (L)
- HIST 231 - Resistance and Revolt in Latin America (LAC) (L)
- HIST 480 - Seminar on Problems in Latin American History (LAC) (L)
- MUSI 221 - World Music (H&A) (L)
- SPAN 480 - Major Hispanic Authors (Study Group)
- UNST 350 - Interdisciplinary Methods Seminar (L, N)

## Recommended Engagement in Archaeological or Anthropological Fieldwork

Students are strongly encouraged to participate in archaeological or anthropological fieldwork (e.g., ANTH 253) and/or first-hand curricular contact with a Native American community (e.g., NAST 303).

With the advice and consent of the director, students are encouraged to enroll for a summer or term in field schools in archaeology or social anthropology, or Native American community colleges. Such approved programs may earn Native American Studies course credit.

Students are further encouraged to participate in non-curricular opportunities such as summer archaeological fieldwork with a Colgate faculty member or hands-on research with Native American collections in the Longyear Museum of Anthropology.

## Native American Studies Minor

For more information about the program, transfer credit, etc., visit the Native American studies program page.

### Minor Requirements

The minor in Native American Studies consists of five courses and includes the following requirements:

#### One of the Following

- ANTH 358 - Native American Cultures (GR)
- HIST 358 - Conquest and Colony: Cultural Encounters in the New World (TR)

#### Electives

- Four electives, at least one course in each of the following areas:  
North American (N) and Latin American (L) courses for Native American Studies

## Peace and Conflict Studies

### Faculty

*Professors* Harpp, Monk, Ries, Rotter (*Director - spring*)  
*Associate Professors* Karn (*Director - fall*), Mundy, Thomson  
*Assistant Professors* Ballvé, Duhart, Wilson Becerril

*Advisory Committee* Balakian, Harpp, Hyslop, Karn (*Director - fall*), Monk, Mundy, Ries, Rotter (*Director - spring*), Thomson

Since its creation in 1970, Colgate's Peace and Conflict Studies Program has been at the forefront of research and instruction in this interdisciplinary field. Founded with a generous gift of the Cooley family, the program presents a challenging course of study that integrates trans-disciplinary academic approaches to war and peace with research into specific regional conflicts and their aftermaths. The curriculum offers students a range of opportunities to explore the complex impacts of violence, the challenges of human security, and human rights issues in global perspective. With its regular film and media series, symposia, lectures, and unique electives, the program is actively involved in promoting the study of peace, conflict, and security at Colgate and beyond. After taking advantage of the distinctive combination of faculty and program resources at Colgate, peace and conflict studies majors have pursued successful careers in various international arenas, including law, government, development, journalism, academe, and the private sector.

## Awards

*The Dag Hammarskjöld Prize in Peace and Conflict Studies* — awarded by the program to the student chosen by the peace and conflict studies advisory committee from among students with a major or minor or who have taken at least two courses, in peace and conflict studies, given on the basis of outstanding work in the program and usually judged on one specific written work.

*The Sterling Prize* — established in honor of John F. (Jay) Sterling '68, to recognize excellence in international studies and a personal commitment to peaceful cooperation among nations. The prize is awarded annually to a Colgate student whose academic work in international economics, politics, or culture exemplifies Jay Sterling's spirit of endless curiosity, university interest, and constructive work.

*The Clarence Young Award* — awarded in memory of Clarence W. Young, a member of the psychology department from 1929 to 1971. Established as an award for academic excellence in peace and conflict studies.

## Honors and High Honors

Majors may qualify for departmental honors by achieving at graduation a GPA of 3.50 in major courses and an overall GPA of 3.30. For high honors, Majors must achieve a GPA of 3.70 in major courses and an overall GPA of 3.30 by graduation. Students who expect to qualify and who seek honors or high honors enroll in PCON 499 upon completing PCON 479. Students enrolled in PCON 479 who fail to receive a grade of A– or higher in the seminar paper may not enroll in PCON 499 in order to pursue honors or high honors in peace and conflict studies, without the written permission of the program director. Candidates for high honors must have grades of B- or better in all Cluster 1 courses. Working with a principal adviser and a second reader, the student writes and submits a substantial paper for this course and defends it before the program faculty. The designation "honors," "high honors," or neither, is determined at the conclusion of the



defense. This paper must be a substantially different, revised, and expanded version of the student's senior seminar paper. Honors and high honors projects should demonstrate the ability to work creatively and independently and to synthesize theoretical, methodological, and substantive materials in peace and conflict studies. Such a project should be planned and begun in the fall term of the senior year (or earlier), with the research and final writing completed in the spring term when the student is enrolled in PCON 499. Majors seeking to qualify for high honors in peace and conflict studies are required to demonstrate competency in a foreign language equivalent to two semesters at the 200 level. A student pursuing a double major and enrolling in the honors seminar may petition to have two courses count for both majors.

## Off-Campus Study

The Peace and Conflict Studies Program strongly encourages majors to participate in Colgate study groups or extended study or approved programs, especially in world regions relevant to their Cluster 3 geographic area. Students should consult with their PCON advisers and the director, as well as the Office of Off-Campus Study/International Programs, regarding approved off-campus study options, credit approval, and application guidelines. See Off-Campus Study for additional information.

## Related Activities

The academic program in peace and conflict studies is supplemented by activities coordinated by the director and the program faculty. In addition to lectures, films, and conversations with visiting scholars, the program hosts and sponsors seminars, field trips, conferences, workshops, and collaborative research with U.S. and international partners. Refer to the program web page for current details.

## Peace and Conflict Studies Major

For more information about the program, honors/high honors, transfer credit, etc., visit the peace and conflict studies program page.

## Major Requirements

The major consists of 11 courses and encompasses four clusters:

Cluster 1 – Core Approaches serves as a foundation for the program, introducing students to critical perspectives on the study of peace and conflict. In order to declare a peace and conflict studies major, students must have already completed either PCON 111, PCON 218, or PCON 225 with a grade of C or better.

Cluster 2 – students develop substantive knowledge of issues and methodologies in this interdisciplinary field.

Cluster 3 – students choose a geographic region to study in depth, in order to broaden their knowledge of specific regional conflicts.

Cluster 4 – each student develops a thesis that integrates the knowledge gained in Cluster 1–3.

Major credit will be awarded for no more than two courses taken at another institution, and no more than one independent study course in the program.

A student pursuing a double major or a major and minor may use one course to count for both.

## Cluster 1 – Core Approaches

Students are strongly encouraged to take all three core approaches courses during their first and sophomore years. They may be taken concurrently or in any order. PCON 111 and at least one of the other two courses should be taken before students take courses from Cluster 2.

### Three Required Courses

- PCON 111 - Introduction to Peace and Conflict Studies  
PCON 218/ANTH 218 - Practices of Peace and Conflict - War in Lived Experience
- PCON 225 - Theories of Peace and Conflict: War, State, and Society

## Cluster 2 – Topical Areas of Specialization

To intensify their knowledge of issues and current debates in peace and conflict studies, students take four: Cluster 2 electives

Such courses develop substantive knowledge of issues in this interdisciplinary field, while at the same time exposing students to a range of methodologies for studying them, frameworks developed to understand them, and critical approaches to theorizing them. Courses in this section deal with war, armed conflict, and genocide, transnational and human security issues, the lived experience of collective violence, and human rights and structural violence in broadly interdisciplinary ways. A student pursuing a double major with another department or program may use one Cluster 2 elective to count for both majors. At least two of these courses must be at or above the 300 level.

## Cluster 3 – Geographic Areas of Specialization

Knowledge of specific regional conflicts, and efforts to resolve them, is essential to the study of peace and conflict. To develop this knowledge base, students are required to take three approved courses on the politics, culture, history, geography, or economics of a geographic region chosen from the following:

- A. Central America, the Caribbean, and South America
- B. North America
- C. West, East, Central, and Southern and Sub-Saharan Africa
- D. Europe
- E. The Middle East and North Africa
- F. Russia, the Caucasus, and Central Asia
- G. Asia and the Pacific Rim
- H. Transregional Communities

Students may take Cluster 3 electives concurrently with Cluster 1 and 2. A student pursuing a double major in peace and conflict studies and an area studies department or program should discuss with the program director which courses may be used to satisfy the requirements for both majors. Other courses, including Liberal Arts Core Curriculum courses, off-campus studies courses, and 300- or 400-level language courses, may count toward the geographic areas requirement, if approved by the program director. Many courses can count for Cluster 3 for each of the regions listed. Students should consult their PCON adviser about specific courses across the curriculum and off campus which may satisfy this requirement. Approved study abroad programs will normally provide two course credits towards this part of the major. The "Transregional

Communities" designation applies to a course of study on issues such as displacement, forced migration, or refugee and diaspora communities.

## Cluster 4 – Thesis

To complete the thesis requirement, students must enroll in PCON 479 in the fall semester of the senior year. In order to advance to thesis, students must have completed all of the Cluster 1 requirements, taken three of the four courses required for Cluster 2, and two of the three courses required for Cluster 3. Theses developed during the research seminar may be on any topic, but students must demonstrably integrate expertise in their topical and regional areas of specialization in their final submissions.

## GPA Requirement

To qualify for graduation, a minimum grade of C is required in all courses taken toward the major or minor.

## Peace and Conflict Studies Minor

For more information about the program, transfer credit, etc., visit the peace and conflict studies program page.

## Minor Requirements

The minor requires six courses.

Students must take PCON 111 and either PCON 218 or PCON 225, and any four of the electives listed in: Cluster 2

Minors are strongly encouraged to take two geographic areas courses, unless their major is in a department or program in which they are studying a geographic area. Minors may take PCON 479 as one of their electives, with instructor permission.

## Geographic Areas of Specialization

- A. Central America, the Caribbean, and South America
- B. North America
- C. West, East, Central, and Southern and Sub-Saharan Africa
- D. Europe
- E. The Middle East and North Africa
- F. Russia, the Caucasus, and Central Asia
- G. Asia and the Pacific Rim
- H. Transregional Communities

## Russian and Eurasian Studies

### Faculty

*Professors* A.S. Nakhimovsky, Stevens  
*Associate Professor* Guile, Graybill (*Director*), Helfant  
*Assistant Professor* Erley

*Steering Committee* Erley, Guile, Graybill (*Director*), Helfant, A.S. Nakhimovsky, Ries, Stevens

Russian and Eurasian studies (REST) is a multifaceted discipline that aims to give students an understanding of the history, politics, environment, and culture of Russian, East European and Eurasian places, along with proficiency in the Russian language. Students can choose among courses in literary and cultural studies, art history, anthropology, history, geography, Jewish studies, environmental studies, and political science, taking advantage of Colgate's unusual array of specialists in these diverse areas. Prospective majors, and those with an interest in Russian language, should begin REST 121 as soon as possible. The major requires a minimum of two years of language. Students who continue into advanced Russian are encouraged to spend a semester in Russia on one of Colgate's approved programs. Courses throughout the curriculum are interdisciplinary and culminate in a senior seminar in which majors pursue a thesis or advanced research topics in a collaborative environment. Many of our students choose to combine Russian and Eurasian studies with a second major or minor in history, political science, international relations and other fields. Recent graduates have found work in government, journalism, law, NGOs, education, finance, and many other fields; some have gone to the Peace Corps, and a significant number have pursued graduate study.

## Language Placement and GPA Requirements

Students with two or more years of high school Russian, and students who have taken an introductory level summer session course at another university, will normally matriculate into REST 122 or REST 201. Students with such previous Russian study, transfer students with coursework in Russian, and students from Russian-speaking families (heritage speakers) should consult with faculty for advice on placement.

An average of C (2.00) is required for graduation in the major or minor. All REST courses taken at Colgate are counted toward the cumulative grade.

## Course Information

Course classifications:

Pre-Modern and Imperial Russia (PR)  
Post-Soviet Era (PO)  
Soviet Era (SO)

## Awards

*The Robert L. Murray Award in Russian and Eurasian Studies* — awarded by the department for excellence in Russian and for demonstrating high intellectual standards and originality in Russian and Eurasian studies at Colgate.

*The Anton Chekhov Prize* — awarded by the department for excellence in Russian and for demonstrating high intellectual standards and originality in Russian and Eurasian studies at Colgate.

*The Richard Sylvester Award for First-Year Students* — awarded by the department to a first-year student who has demonstrated superior progress and promise in Russian and Eurasian studies.

## Honors and High Honors

A minimum overall GPA in the major of 3.30 for honors and 3.70 for high honors is required, plus a written thesis of 40 to 60 pages. Students who write an honors thesis are required to complete an honors independent study (REST 490) in the semester following the senior seminar.

## Study Abroad

The Russian and Eurasian studies faculty and Off-Campus Study/International Programs have collaborated to identify a small number of approved programs for students with at least two years of college Russian who wish to spend a semester in Russia. Two course credits toward the major or minor can be earned through study in Russia. Consult with the Russian and Eurasian studies faculty for further details.

## Russian and Eurasian Studies Major

For more information about the program, honors/high honors, transfer credit, etc., visit the Russian and Eurasian studies program page.

### Major Requirements

The Russian and Eurasian studies major consists of ten courses.

If a student double majors, only one shared course can count for Russian and Eurasian studies.

The ten courses must include:

### Required Courses

- CORE 187C - Russia at the Crossroads of East and West
- REST 412 - Senior Seminar

### Russian Language

A minimum of four semesters of Russian language:

- REST 121 - Elementary Russian I
- REST 122 - Elementary Russian II
- REST 201 - Intermediate Russian I
- REST 202 - Intermediate Russian II

## Note:

*Students are encouraged to pursue upper-level language study and to strive for interdisciplinary breadth, as well as to place Russia in a broader comparative context.*

## Additional Courses

Four additional courses, at least two of which must be at the 300 level or above:

### Imperial Russia

One course dealing primarily with pre-modern and Imperial Russia. These courses are designated as "PR" courses.

- REST 253 - Lust, Murder, Redemption (PR)
- REST 314 - Dostoevsky and His World (PR)
- REST 343/HIST 343 - The Formation of the Russian Empire (EU)

### Soviet era

One course with a primarily Soviet era focus. These courses are designated as "SO" courses.

- REST 258 - Reading the Russian Revolution (SO)
- REST 344/HIST 344 - Imperial Russia and the Soviet Revolution (EU)
- REST 354 - On Tyranny (SO)

### Post-Soviet era

One course using a post-Soviet era as a lens. These courses are designated as "PO" courses

- REST 250 - Cyborgs of the World, Unite! Science Fiction from Russia and Beyond (PO)
- REST 308/GEOG 308 - Authoritarian Capital Cities of Eurasia (Extended Study)
- REST 323/GEOG 323 - Arctic Transformations

## Electives

One additional course selected from one of the categories above or from the following list of electives, descriptions for which are found under the appropriate department or program's listings.

- ARTS 360 - Borderlands (AH)
- CORE 168C - The Arctic (subject to director's approval)
- CORE 184C - The Danube
- REST 205/JWST 205 - Yiddish Fiction in Translation
- JWST 303 - Jewish Fiction before the War
- HIST 263 - Cities of the Silk Road (TR)
- REST 303 - Russian in Context
- REST 306 - Advanced Russian

## Russian and Eurasian Studies Minor

For more information about the program, transfer credit, etc., visit the Russian and Eurasian studies program page.

### Minor Requirements

The Minor in Russian and Eurasian Studies consists of five courses including Core Russia, Core Central Asia, or Core Arctic; two semesters of Russian language; one 200- or 300-level Humanities course in REST; and one 200- or 300-level Social Sciences course in REST.

## Women's Studies

### Faculty

*Professors* Loe, Wider

*Associate Professors* Julien, Simonson, Thomson

*Assistant Professors* Serna, Woolley (*Director*)

*Advisory Committee* Berdo, Buell, Fourquet, Germain, Julien, Knuth Klenck, LaFrance, Loe, Metzler, Page, Rajasingham, Rios-Rojas, Serna, Simonson, Spring, Thomson, Van Wynsberghe, Wider

The Women's Studies Program is built on the understanding that gender is a crucial category of human knowledge and action. Women's studies recognizes the complexity of human lives as gender interconnects with sexuality, race, class, ability, nationality, ethnicity, religion, and age in the constitution of experience and identities. It thus seeks to provide insights which lead one beyond older and more exclusionary theories and practices.

The program is at its core interdisciplinary, integrating knowledge from different disciplines to encourage critical engagement with all forms of experience from a feminist standpoint. Interdisciplinary study leads students to question frameworks, concepts, and methods, enabling them to understand better both the past and the contemporary world, while envisioning a future beyond traditional roles and inequities. By emphasizing interdisciplinarity, the program seeks to help students acquire the tools to analyze critically the societal, cultural, global, and personal issues that shape their lives and challenge them to look at these issues from multiple perspectives. It also encourages them to reflect on the ways in which knowledge is produced within different and oftentimes unrecognized systems of oppression, and to examine categories that are presented as natural and permanent in their cultural and historical context. Finally, the program strives to help students acquire the skills of critical analysis and imagine alternatives that challenge the naturalizing of inequalities.

Consonant with the goal of promoting new theoretical frameworks, the related and emerging field of lesbian, gay, bisexual, transgender, and queer studies provides the basis for an independent minor affiliated with the Women's Studies Program.

## Honors and High Honors

Students who qualify and choose to work toward honors in women's studies should announce their intention to do so by submitting proposals preceding their final term of study at Colgate. During the final term, honors candidates register for WMST 499 and carry out individual research projects related to their central topics of study. Honors in women's studies may be awarded to majors who have a GPA of at least 3.30 in all women's studies courses, who have completed an approved women's studies honors project, and whose projects have been approved by faculty sponsors and by the women's studies director. High honors in women's studies may be awarded to successful honors candidates who have been invited to present the results of their written projects in oral form to the women's studies faculty. A committee of faculty will vote on granting high honors for exceptionally strong intersectional projects that engage feminist theory and communicate across disciplines.

## Related Minor

- Lesbian, Gay, Bisexual, Transgender, and Queer Studies Minor



## Awards

*The Combahee River Collective Feminist Praxis Award* — awarded to graduating seniors who have demonstrated sustained intersectional leadership and coalition-building that highlight and challenge the ways major systems of oppression are interlocking. It recognizes them for working toward a nonhierarchical distribution of power on our campus and in our community as they promote the vision of a revolutionary society.

*The Women's Studies Award for Academic Excellence* — awarded by the program to a senior major in women's studies on the basis of the highest grade point average within the Women's Studies Program.

## Women's Studies Major

For more information about the program, honors/high honors, transfer credit, etc., visit the women's studies program page.

### Major Requirements

A minimum of eight courses, three of which are required as follows:

#### Required Courses

- WMST 202 - Women's Lives: An Introduction to Women's Studies A student must receive a minimum grade of C in WMST 202 in order to be admitted to the major program.
- WMST 490 - Women's Studies Senior Seminar
- WMST 301 - Feminist Methodologies: Theory and Praxis

### Feminist Theory

A course in feminist theory:

- ANTH 221 - Kinship and Marriage
- ANTH 315 - Gender and Culture
- EDUC 303 - Decolonizing Development: Gender, Power & Education in International Development
- EDUC 312 - Women and Education
- EDUC 316 - Moral Development and Education
- ENGL 341 - Critical Theory: History, Sexuality, and Queer Time
- PCON 260 - Gender in Conflict and Peace
- PHIL 360 - Feminist Philosophy
- SPAN 477 - Women Writing in Latin America
- WMST 205 - Queer Latina Visualities: Art, Theory, and Resistance
- WRIT 242 - Stand and Speak: Feminist Rhetorics and Social Change
- WRIT 347 - Language and Gender

## Divisions

At least four more courses from the following list, taken from at least two of the divisions:

### Division A

- LGBT 303 - Queer Identities and Global Discourses
- LGBT 350 - Sexuality, Gender, and the Law
- NAST 301 - Native American Women
- PCON 260 - Gender in Conflict and Peace
- WMST 302 - Women's Lives: Biography and Autobiography
- WRIT 242 - Stand and Speak: Feminist Rhetorics and Social Change
- WRIT 345 - Crafting Bodies: Movement, Gender, and Performance
- WRIT 347 - Language and Gender

### Division B

- ANTH 221 - Kinship and Marriage
- ANTH 228 - Women and Gender in Prehistory (MC)
- ANTH 315 - Gender and Culture
- ANTH 371 - Gender and Society in Africa (GR)
- ECON 234 - Gender in the Economy
- EDUC 312 - Women and Education
- EDUC 316 - Moral Development and Education
- GEOG 321 - Gender, Justice, and Environmental Change
- HIST 212 - The Emergence of the Modern Woman (TR)
- HIST 213 - Women in the City (US)
- HIST 211 - Women's Rights in US History (US)
- HIST 304 - Sex and Sexualities in U.S. History (US)
- HIST 348 - History of Women in Europe in Modern Times (EU)
- RELG 313 - The "Word" in the World: The Bible in Global Perspective
- SOCI 212 - Power, Racism, and Privilege
- SOCI 220 - Gender, Sexuality, and Society
- SOCI 306 - Sociology of the Family
- SOCI 367 - Sociology of Gender
- SOCI 369 - Women, Health, and Medicine

### Division C

- CLAS 232 - Sexuality and Gender in Ancient Greece and Rome
- ENGL 202 - Justice and Power in Postcolonial Literature
- ENGL 204 - Native American Writers (when focused on writings of women)
- ENGL 207 - New Immigrant Voices
- ENGL 208 - Sex and the Global City
- ENGL 305 - The Female Protagonist
- ENGL 306 - Race, Slavery, and Society in the American Renaissance

- ENGL 333 - African/Diaspora Women's Narrative
- ENGL 341 - Critical Theory: History, Sexuality, and Queer Time
- ENGL 405 - The Brontes
- ENGL 408 - Literature of Medieval Women
- ENGL 412 - Jane Austen and the Rise of the Woman Novelist
- ENGL 433 - Caribbean Literature (when focused on writings of women)
- ENGL 460 - Studies in the Middle Ages (the literature of medieval women)
- FREN 222 - French Literature in Translation
- FREN 445 - 20th-Century French Autobiography
- FREN 453 - Contemporary French Literature
- FREN 455 - Francophone Voices from North Africa
- PHIL 360 - Feminist Philosophy
- RELG 213/JWST 213 The Bible as/and Literature
- RELG 234 - Women and Religious Traditions
- RELG 313 - The "Word" in the World: The Bible in Global Perspective
- RELG 343/JWST 343 Gender and Judaism
- SOCI 212 - Power, Racism, and Privilege
- SPAN 226 - Latin American Women Writers
- SPAN 477 - Women Writing in Latin America

## Other Courses

Other courses may be counted toward a women's studies major, depending on the orientation of the course, and/or the direction of the readings and student projects during a particular year. Such courses need the approval of the instructor and the women's studies director to be counted toward a women's studies major.

These courses include:

- CORE 151 - Legacies of the Ancient World
- CORE 166C - India
- CORE 171C - Mexico
- CORE 172S - The Biology of Women: Sex, Gender, Reproduction, and Disease
- EDUC 204 - Child and Adolescent Development
- EDUC 310 - Marxist Political Economy & Education Policy
- ENGL 208 - Sex and the Global City
- ENGL 336 - Native American Literature
- ENGL 346 - Victorian Poets & Essayists
- ENGL 363 - Contemporary Fiction
- ENGL 461 - Studies in the Renaissance
- HIST 480 - Seminar on Problems in Latin American History (LAC)
- LGBT 220 - Lives, Communities, and Modes of Critical Inquiry: An Exploration into LGBTQ Studies
- NAST 302 - Contemporary Issues in the Native American Southwest (Study Group)
- PHIL 417 - Advanced Topics in Philosophy
- POSC 317 - Identity Politics
- PSYC 300 - Topics in Psychology (Psychology of Gender)
- RELG 208/JWST 208 The Hebrew Bible in America
- RELG 282 - Islamic Traditions
- SOCI 312 - Social Inequality

- SOCI 333 - Sociology of the Life Course
- WMST 291 - Independent Study
- WMST 391 - Independent Study
- WMST 491 - Independent Study
- WMST 499 - Honors in Women's Studies

## Additional Information

Students' relationships with their advisers are a critical part of the women's studies program. Following admission to the program, students, in consultation with their advisers, may develop a sequence of required and elective courses related to a particular topic. Some suggested topics are postcolonial and critical race studies; family studies; women in the United States; global perspectives on women; women, work, and family; women and social change; women and religion; and women, knowledge, and text.

## Women's Studies Minor

For more information about the program, transfer credit, etc., visit the women's studies program page.

## Minor Requirements

### Five Courses

A minimum of five courses, three of which are required as follows:

- WMST 202 - Women's Lives: An Introduction to Women's Studies
- WMST 301 - Feminist Methodologies: Theory and Praxis
- WMST 490 - Women's Studies Senior Seminar

### Two Courses

At least two elective courses from the list approved for the Women's Studies Major. These are taken in at least two different departments and are *chosen in consultation with an adviser selected from the Women's Studies Program staff*.

## Writing and Rhetoric

### Faculty

*Associate Professors* Campbell (*Chair*), Worley  
*Assistant Professors* Solomon  
*Assistant Professor* LeMesurier  
*Director of the Writing and Speaking Center* Lutman  
*Senior Lecturer* Spring

A central part of the liberal arts tradition, rhetoric is the art of effective language use in written, oral, and visual communication. With roots in ancient Greece and branches in the most recent media technologies, rhetoric is simultaneously one of the oldest and newest academic disciplines, fundamentally engaged by dynamic relationships between language, power, and public culture.

As a discipline, rhetoric demonstrates how discourse generates knowledge, mediates power, and enacts social change; as an art, rhetoric enables the speaker/writer to invent arguments by making logical, ethical, and emotional appeals to an audience. The department offers courses in writing, public address, and the history and theory of rhetoric and language.

Courses in writing and rhetoric position students to become critical language users, preparing them to be effective communicators both in their future careers and in civic society, in the US and abroad.

## The Writing Requirement

On the basis of standardized writing and verbal test scores, some first-year students first priority in registering for writing courses. These students are required to complete one of the department's eligible 100-level writing courses with a grade of C or better. This requirement must be met by the end of the second semester at Colgate. Students who fail to do so must continue to enroll in writing courses until the credit is earned. In all cases, however, the requirement must be met by the end of the fourth semester.

## Awards

*The Joseph '63 and Carol Trimmer Awards for Excellence in Expository Writing* — established as prizes to be awarded by the Department of Writing and Rhetoric.

*The Trimmer Senior Scholar Award for Outstanding Achievement in Writing and Rhetoric* — established as a prize to be awarded by the Writing and Rhetoric department to a senior for being an exceptional scholar and citizen in the discipline of Writing and Rhetoric.

## Writing and Rhetoric Minor

The minor is designed to enhance students' ability to think and write critically as they explore the connections between the theory and practice of rhetoric. Students in the minor demonstrate proficiency at crafting a suitable message as they deepen their understanding of rhetoric as an art and as a disciplinary subject of study. A minor in writing and rhetoric provides valuable intellectual resources and practical skills

for students across the curriculum who are considering careers that call for excellence in speaking and writing. The minor is also ideally suited for students with interest in public life and civic responsibility in the evolving context of a global culture.

For more information about the department, transfer credit, etc., visit the writing and rhetoric department page.

## Minor Requirements

With a variety of course options available, students are encouraged to tailor their minor to fit their individual interests, career goals, and majors. Students should seek advice from a member of the department when planning their course selections. The minor requires a minimum of five courses selected from the list below. No more than one course may be at the 100 level, and at least one course must be at the 300 or 400 level. A course taken in fulfillment of the writing requirement may be counted toward the minor.

Where appropriate, one semester of independent study in writing at the junior or senior level (WRIT 391 or WRIT 491) may substitute for another 300-level course.

Normally, no more than one course from another department or program may count toward the minor. This course must focus on either language theory or the specialized expository writing of a particular discipline, and will require the approval of the departmental adviser. Examples of possible courses from outside the Department of Writing and Rhetoric include ENGL 374 - Creative Nonfiction Workshop, HIST 199 - History Workshop, and PSYC 355 - Language and Thought. Other courses may be counted toward the minor depending on their curriculum and focus during a particular semester.

- WRIT 102 - Introduction to Rhetoric in the Liberal Arts Tradition
- WRIT 103 - Rhetoric and Writing
- WRIT 105 - Colgate Talk
- WRIT 110 - Academic Persuasions: An Introduction to Rhetoric, Research, and the Academic Essay
- WRIT 203 - Argumentation
- WRIT 205 - Writers and Readers
- WRIT 210 - The Rhetoric of Style
- WRIT 215 - Public Speaking
- WRIT 225 - Visual Rhetorics
- WRIT 231 - Ethos and the Personal Essay
- WRIT 242 - Stand and Speak: Feminist Rhetorics and Social Change
- WRIT 250 - Kairos: The Art of Rhetoric from Ancient to Modern Times
- WRIT 260 - Biblical Rhetoric
- WRIT 270 - The Rhetoric of Comics
- WRIT 280 - Rhetorical "Borderlands": Introduction to Comparative Intercultural Rhetoric
- WRIT 315 - Public Address
- WRIT 325 - The Narrative in New Media
- WRIT 342 - Rhetoric in Black and White: Communication and Culture in Conflict
- WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America
- WRIT 347 - Language and Gender
- WRIT 348 - Discourses of Whiteness
- WRIT 354 - Dialogue and Deliberation in Democratic Life

## GPA Requirement

A minimum GPA of 2.00 is required in all courses counted for the minor.

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# Course Information

## Curriculum

Colgate's curriculum is established around four academic divisions: arts and humanities, natural sciences and mathematics, social sciences, and university studies. Within the departments and programs that make up those divisions, Colgate offers 55 majors, including several interdisciplinary choices, all of which have honors programs.

## Course Designations and Scheduling

The courses listed in the catalogue are currently being offered within departments and programs. Some courses are offered annually and others are offered every other year. Students should consult the course offerings posted online prior to each term by the registrar to identify courses that will be offered in the next term. Classes, laboratories, and seminars meet according to the schedule posted on the course offerings for each term. Students are encouraged to discuss their course schedules and major programs with their faculty advisers or with department chairs or program directors.

## Course Numbering

Courses are numbered according to level: the 100-level and 200-level courses are primarily for first-year students and sophomores, the 300-level courses for juniors, and 400-level courses for seniors. A suffix of C indicates a course offered as Core Communities and Identities. A suffix of S indicates a course offered as Core Scientific Perspectives on the World.

## Language Courses

In the foreign and classical languages, courses designated 100 are first-year level, 200 are second-year level, 300 are third-year level, and 400 are advanced level. Students from any class who possess the appropriate background may take any level. Students who have not had third-year level courses at Colgate need faculty permission to take advanced-level courses.

## Two-term Courses

Departments and programs may offer courses, usually at the 400 level, which extend over two terms. These courses may carry two course credits toward graduation, and may have two course numbers, although a single grade will be assigned at the completion of the second course. Students should register for a two-semester course in sequence, ordinarily the fall and spring term of the senior year. Students successfully completing the fall term course will be temporarily assigned a grade of T (for two-term course). The final permanent grade will be assigned at the end of the second term, when all materials have been evaluated, and the grade of T will be changed to the final grade.

# Abbreviations

In the descriptions of academic programs and courses, the abbreviations listed below are used:

AHUM Arts and Humanities (*formerly HUMN*)

ALST Africana and Latin American Studies

ANTH Anthropology

ARTS Art and Art History

ASIA Asian Studies

ASTR Astronomy

BIOL Biology

CHEM Chemistry

CHIN Chinese

CLAS Classics

CORE Liberal Arts Core Curriculum

COSC Computer Science

ECON Economics

EDUC Educational Studies

ENGL English

ENST Environmental Studies

FMST Film and Media Studies

FREN French

GEOG Geography

GEOL Geology

GERM	German
GREK	Greek
HEBR	Hebrew
HIST	History
HUMN	Humanities ( <i>as of fall 2016 changed to AHUM</i> )
ITAL	Italian
JAPN	Japanese
JWST	Jewish Studies
LATN	Latin
LGBT	Lesbian, Gay, Bisexual, Transgender, and Queer Studies
LING	Linguistics
MATH	Mathematics
MIST	Middle Eastern and Islamic Studies
MUSI	Music
NASC	Natural Science
NAST	Native American Studies
NEUR	Neuroscience
PCON	Peace and Conflict Studies
PHED	Physical Education/Outdoor Education
PHIL	Philosophy
PHYS	Physics
POSC	Political Science

PSYC Psychology

RELG Religion

REST Russian and Eurasian Studies

SOCI Sociology

SOSC Social Sciences

SPAN Spanish

THEA Theater

UNST University Studies

WMST Women's Studies

WRIT Writing and Rhetoric

# Course Descriptions

## ALST 201 - Africa

An introduction to the interdisciplinary study of Africa and to the African Studies major and minor at Colgate. The goal is to introduce students to a major world area with which many, even highly educated, Westerners are unfamiliar. Africa is the original home of the human species, and the intellectual contributions of the continent and its people to the concept of a common humanity are tremendous, including agricultural and industrial technologies, artistic and aesthetic principles, and religious and philosophical ideas. Due to early patterns of globalization and European colonization in the western hemisphere, the Atlantic slave trade, and ultimately colonialism on the continent itself, Africa was configured as "the Dark Continent" in European discourses of the nineteenth century.

**Credits:** 1.00

**Crosslisted:** CORE 189C

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## ALST 202 - Introduction to African American Studies

An introductory course to the field of African American studies. It is interdisciplinary and utilizes materials drawn from the fields of history, sociology, literature, social psychology, and political science. The course seeks to acquaint students with the cutting-edge work in this area and gives students a broad understanding of the place and contributions that African Americans have made to society in the United States.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## ALST 203 - The Caribbean

An interdisciplinary course that introduces students to the field of Caribbean Studies. It uses literature, film, and the music of the region to explore the historical, societal, cultural, political, and economic development of the Caribbean. It also explores gender issues in the region. It is one of the required courses for students who seek to participate in the West Indies Study Group.

**Credits:** 1.00

**Crosslisted:** CORE 163C

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ALST 211E - Cuba: History, Culture and Life (Extended Study)**

A three-week immersion extended study offered in Havana, Cuba. Students will expand their knowledge of the history, geography, film, music, literature, identity, Cuban revolution and current events previously studied in Core Cuba, while also gaining a new perspective on individual research projects. Cuban scholars and specialists will enhance topical discussions and lead excursions. Other features of the course include a film screening(s), live performances, and walking explorations of the varied cultural landscapes of Havana and two colonial cities.

**Credits:** 0.50  
**Prerequisites:** CORE 198C Two semesters of college-level Spanish.  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ALST 212 - The Politics of Race and Ethnicity**

Examines the political dynamics of race in American society, focusing primarily on the experience of blacks as a socio-political group and to a lesser degree on that of other racial and ethnic minorities. The overriding theme is how race has influenced American politics and, conversely, how certain political phenomena have shaped the development of race. The specific topics around which the course is organized include the following: the most enduring and predominant racial issue - racial inequality; competing explanations for the origins and continuance of racial inequality; leadership approaches and ideologies for redressing the race problem; mass political strategies for dealing with the problem; majority attitudes and opinions regarding racial issues (including racial inequality); and the comparative experience of non-black minorities. These topics, individually and collectively, represent the essence of racial politics.

**Credits:** 1.00  
**Crosslisted:** POSC 212  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **ALST 220 - The Black Diaspora: Africans at Home and Abroad**

Focuses on the African presence in the Americas. It examines the responses of Africans and their descendants to the experiences of enslavement, racism, colonialism, and imperialism from the fifteenth century to the present; and analyzes the impact of the African presence on western "civilization." It also explores the evolution of an African identity, particularly, an identification with the destiny of the African continent among African descendants in the Diaspora.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ALST 225 - Jamaica: From Colony to Independence (Study Group)**

Surveys the history of Jamaica from 1655, when the British took possession of the island, through political independence in 1962, to the present. Examines the growth of Jamaica to become Britain's most prosperous colony during the 18th century based on an export sugar-based, slave-driven economy; the social the political consequences of its dependence on slavery; the economic effects of slave abolition and free trade during the 19th century; social and political developments after emancipation; the growth of black nationalism and decolonization; and post/neo-colonial developments.

**Credits:** 1.00  
**Crosslisted:** HIST 225  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ALST 228 - The Caribbean: Conquest, Colonialism, and Self-Determination**

Surveys Caribbean history from European conquest and colonization to political independence. It introduces students to the salient features of the region's history from indigenous societies and their destruction by European invaders; through the rise of plantations and African slavery, the struggles for freedom, post-slavery social and economic developments; to the rise of nationalism leading to political self-determination, and the new American imperialism.

**Credits:** 1.00  
**Crosslisted:** HIST 228  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ALST 230 - Introduction to Latin American Studies**

An introduction to the development of Latin America's diverse and distinctive cultural heritage and to its contemporary institutions and civilization. The study of pre-Columbian and New World cultures of Spanish and Portuguese America focuses on the interactions of Indian, European, and African cultures and the complexities of what is known as Latin American culture. The course, though not a historical survey, examines the historical origins of contemporary social, cultural, economic, and political issues in Latin America, and in those parts of the world that have been affected by significant numbers of Latin American immigrants. The approach is broadly multidisciplinary, reflecting various perspectives and materials.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ALST 250 - Representations of Africa**

Critique the ways in which "Africa" has been constructed as an object of Western knowledge. The course interrogates how Africa and Africans have been portrayed to outside audiences historically and contemporarily, as well as the socio-political ramifications of such portrayals. Drawing on key texts from the social sciences, the humanities as well as the creative arts, the course explores specific depictions of Africa and Africans. It examines African self-representations alongside representations that focus on Africa as a site of difference or 'othering'.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ALST 281 - Slavery and the Salve Trade in Africa**

Slavery and the slave trade are global phenomena with historical roots in the earliest civilizations. The course examines the long history of slavery and the slave trade in African societies, exploring the role that slavery played in African economic, political, and social life, as well as how the export of human beings as slaves transformed African societies. The course also considers how slaveholders and slaves shaped early African societies, the logic and consequences of African participation in the Atlantic slave trade, the aftermath of abolition in 20th-century colonial Africa, and how coercive forms of labor control have persisted into the 21st century.

**Credits:** 1.00  
**Crosslisted:** HIST 281  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ALST 282 - The Making of Modern Africa**

Surveys the history of Africa from 1880s to the contemporary period. Major themes will include: the imperial scramble and partition of Africa; African resistances; colonial rule in Africa; independence and problems of independence; socio-economic developments in independent Africa; ethnic conflicts; crises and contemporary issues.

**Credits:** 1.00  
**Crosslisted:** HIST 106  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None



**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ALST 284 - Decolonization in Africa**

Surveys the history of the growth of anti-colonial nationalism, the end of colonial rule, and post-independence Africa to the contemporary period. It focuses on the comparative analysis of the winning of independence from French, British, Italian, Portuguese, and Belgian colonization. Major themes include African responses to colonial rule, wind of change, independence and problems of independence, pan-African movement, socio-economic developments, cold war, colonial legacies, political systems, and contemporary issues.

**Credits:** 1.00  
**Crosslisted:** HIST 284  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ALST 290 - Model African Union**

The Model African Union is an annual national student simulation of the workings of a large multilateral organization, the African Union. Composed of 53 member states, the African Union was constituted in 2000 as the successor to the Organization of African Unity (OAU). Its objectives are to achieve continental integration, similar to that of the European Union, in balance with recognizing the national sovereignty of its member states. The Model African Union is in session for four days in late February, hosted by Howard University in Washington D.C., and students from more than 20 colleges and universities around the country participate. The on-campus portion of the course meets weekly for the five weeks prior to the trip and one week after, for debriefing. Students are assigned to specific country delegations and committees, research and prepare position papers, draft resolutions, debate and vote on action items, and generally take on the roles of African diplomats. The trip includes a visit to the embassy of the country each delegation is representing. May be taken more than once, with different country and committee assignments each year.

**Credits:** 0.50  
**Corequisite:** None  
**Prerequisites:** CORE 189C or CORE 170C or CORE 173C or CORE 185C or CORE 190C or ALST 201 or POSC 319 or POSC 331 or POSC 350 or HIST 106 or ALST 282 or HIST 382 or HIST 385 or another African Studies course  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ALST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ALST 309 - Latin America: Critical Landscapes of Development**

Explores the development experience of Latin America through examination of pressing environmental, economic, political, and social issues that currently face the region as a whole and play out differently across the region. The focus is guided by a critical reading of development theory, paying particular attention to Latin American theorizations and empirical experiences, and concern for the subjects, places, and scales that have been excluded from the presumed benefits of development. Mindful that Latin America's development experience is historically embedded, students examine the transformation of Latin American societies and environments through legacies of conquest and colonialism, processes of globalization and neo-liberalization, dynamics of rural and urban change, changes in gender and race relations, and transformations of political and civil society dynamics. These issues are grounded in case studies drawn from Central America, the Caribbean, and Andean countries, and Southern Cone, and Brazil. The course's point of entry is contemporary environmental crises and the role of natural and human resources in shaping the development experience of the region.

**Credits:** 1.00  
**Crosslisted:** GEOG 309  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ALST 321 - Black Communities**

Uses a social scientific approach to examine the circumstances and dynamics characterizing black communities in the contemporary United States. Key areas of inquiry include the operation of major social institutions shaping community life, social class divisions, health and housing prospects, and the ways that the intersections of racial/ethnic identity, class, and gender shape the experiences of community members.

**Credits:** 1.00  
**Crosslisted:** SOCI 321  
**Corequisite:** None  
**Prerequisites:** ALST 202 or (SOC 201 or SOAN 204) or (SOC 250 or SOAN 210)  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 321

### **ALST 326 - Jamaican Culture (Study Group)**

Examines the historical growth and florescence of Jamaican culture from the English conquest to the present. This culture is drawn from indigenous Taino, European, African, Jewish, Lebanese, Indian, and

Chinese heritages, leading to the emergence of a unique Jamaican creole culture. The process of creolization over historical time forms the central and uniting theme of the course. In that context, various aspects of Jamaica's culture as well as the social forces that helped to shape it are explored. The examination of Jamaican culture includes religion and belief systems; marriage and family; art, music, and dance; literature; folkways; festivals; language; material cultures (food, dress, architecture, etc.); and sport.

**Credits:** 1.00

**Crosslisted:** HIST 326

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ALST 327 - Authoritarianism, Dictatorships, and Democracy in the Caribbean**

Examines the political development of the Caribbean from European occupation and colonization to the present. The imperial and societal foundations of authoritarianism in the Caribbean are studied, as are the popular democratic impulses arising especially since the end of slavery and culminating in self-governing "democratic" political regimes.

**Credits:** 1.00

**Crosslisted:** HIST 327

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ALST 330 - Race and Crime**

Uses a social scientific approach to examine the relationship between race and crime in the contemporary United States, with a particular emphasis on the African American experience. Key areas of inquiry include the nature of mass incarceration, urban crime, the politics of the new law and order regime, the relationship between punitiveness and prejudice, racial profiling, the community-level impacts of mass incarceration, the legitimacy crisis facing the criminal justice system, media depictions of race and crime, and racial stereotyping.

**Credits:** 1.00

**Crosslisted:** SOCI 330

**Corequisite:** None

**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210) or ALST 202

**Major/Minor Restrictions:** Only Sociology & Anthropology, Sociology, Africana & Latin Amer Studies  
Majors and Minors

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ALST 332 - The Philosophy of Race and Racism**

Serves as a sustained investigation into the concepts of race and racism through an examination of metaphysical, psychological, ethical, linguistic, and political problems associated with race. Topics to be discussed include the nature of race (are races real and if so what are they?), the formation of racial identities, individual and institutional racism, and notions of distributive and compensatory justice and how they are used to address issues of racial injustice. Readings include Appiah, Boxill, DuBois, Fanon, Garcia, Hacking, Lycan, Taylor, and others.

**Credits:** 1.00

**Crosslisted:** PHIL 332

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ALST 340 - Art and Culture in Contemporary Jamaica (Study Group)**

Introduces students to ways of reading and interpreting Jamaican culture using a broad interdisciplinary approach. In keeping with a cultural studies framework, students examine literature, theatre, music, dance, and film as expressions of Jamaican subjectivities and identities. The contexts and conversations out of which these artistic representations have emerged are considered through historical, sociological, and political texts that help to map the larger cultural matrix. Textual explorations are accompanied by field trips and guest lectures (from experts in the various disciplines) with the understanding that Jamaican culture is not fixed but evolving and dynamic, multifarious, and heterogeneous.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ALST 345 - Topics in African American Philosophy**

An introduction to issues in African-American philosophy. In particular, it explores the political and ideological goals of leading intellectuals from the 19th century to the present. From DuBois and Delany to the black power movement of the 1960s, analysis of African-American experiences has produced divergent strategies intended to better the condition of black communities in America. The course investigates nationalist strategies and their roots in notions of black identity as they have been developed through the writings of intellectuals, artists, and political figures. It also addresses challenges as to whether or not non-integrationist strategies can be used to achieve social equality. Authors include Elizabeth Anderson, Anthony Appiah, Countée Cullen, Martin Delany, W.E.B. DuBois, Marcus Garvey, Alain Locke, Claude McKay, Tommie Shelby, Malcolm X, Huey P. Newton, and Bobby Seale.

**Credits:** 1.00

**Crosslisted:** PHIL 345

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ALST 354 - Introduction to the Study of French Literature IV: the Francophone World**

Offers an overview of various bodies of literature written in French outside of France, focusing on five main geographical areas that historically constituted the French empire: the Caribbean, North Africa, West and Central Africa, Asia, and North America. Full texts as well as excerpts from a variety of genres are studied in the context of the history and geography of those regions. Through the exploration of key literary texts, particular attention is given to the effects of colonialism on language, identity, and artistic creation.

**Credits:** 1.00

**Crosslisted:** FREN 354

**Corequisite:** None

**Prerequisites:** At least four years of secondary-school French or FREN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ALST 355 - Rwanda since the 1994 Genocide**

Assess the Rwandan experience of post-conflict reconstruction and reconciliation in context and from the perspective of Rwandans themselves to ask, how sustainable is the country's post-genocide recovery? This course is concerned with understanding how to do field research in post-genocide Rwanda. Using the 'do no harm' framework of doing research with individuals who have lived through mass violence, this course equips students to undertake research in foreign field settings. In particular, students learn to design a 'human subjects' research proposal, rooted in The Belmont Report of ethical research and guidelines for research involving human subjects. The Report identified three core principles: respect for persons, beneficence, and justice. Using Rwanda since the 1994 genocide as a case study, these principles will be studied to highlight their shortcomings in the context of research in post-conflict societies.

**Credits:** 1.00

**Crosslisted:** PCON 355

**Corequisite:** None

**Prerequisites:** PCON 111 or PCON 218 or SOAN 218 or PCON 225 or ALST 201 or CORE 189C

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ALST 357 - Indigenous Politics of Latin America**

At the end of the 20th century, different indigenous or native peoples' voices seemed to become more prominent in Latin American social movements. These movements included an uprising to stop the advances of globalization, struggles to control resources, demands for dignity and recognition, and struggles against corporate environmental degradation. The apparent resurgence of Latin American indigenous politics is connected, in part, to global initiatives, like the work on what would become the United Nations Declaration on the Rights of Indigenous Peoples. Indigenous politics in Latin America ultimately pose questions about customary, national, and international legal frameworks. This course works at the

intersection of local and global understandings of what it means to be indigenous in different Latin American contexts. The course is taught through the disciplinary lens of anthropology, and readings are selected from case studies in Mexico, Nicaragua, Guatemala, Brazil, Peru, Ecuador, and Bolivia.

**Credits:** 1.00

**Crosslisted:** ANTH 357

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ALST 363 - Globalization and Social Change in Latin America**

Latin America has been globalized since before Napoleon invented the term "Latin America" to describe the Spanish, Portuguese, and French colonies to our south. This course explores the changing reality of what globalization means in Latin America. It examines the legacies of European colonization and African slavery; the struggles against transnational, national, and local forms of inequality; and the different ways that globalization is experienced by people today. Through case studies from South, Central, and North American, students focus on the themes of ethnicity, race, gender, social class, national citizenship, and transnational market production and consumption. The course uses an anthropological lens to analyze pressing social issues affecting Latin America, and Latin Americans, today.

**Credits:** 1.00

**Crosslisted:** ANTH 363

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 363

### **ALST 365 - Andean Lives**

While the Andes region may evoke quaint images often seen in tourism advertisements, a focus on the people living in this region reflects globally interconnected dynamics. The course engages with diverse authors who write about the Andes: as a place steeped in highland indigenous traditions; as the place of the Inca Empire; as a place of rural communities in which collective action can take priority over individual interest; as the original source of the coca leaf that has ritual significance through the region and contested political significance in the international sphere; as the birthplace of a Maoist guerrilla movement in the last gasp of the Cold War; and as the place where social movements have challenged global economic systems and brought an indigenous president to power. Through details about the lives of those who reside in the Andes, this course brings together anthropological and historical views of this region with cases primarily from Peru, Bolivia, and Ecuador.

**Credits:** 1.00

**Crosslisted:** ANTH 365

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ALST 367 - Jamaica in the Literary Imagination (Study Group)**

An introduction to Jamaican literature from the plantation to the diaspora, spanning a period from 1930 to the present. While this historical framing is central to the organization of the course, the study is not strictly a historical survey, but rather an attempt to read Jamaican literature produced at different historical moments, in rural and urban, global and local spaces, and across perspectives mediated by differences and convergences of race, gender, sexuality, and location. Writers may include Claude McKay, Roger Mais, Erna Brodber, Curdella Forbes, Margaret Cezair-Thompson, among others. Students examine how the historical forces of colonialism, nation building, migration, and the information age have helped to shape how the selected writers from different spaces and identities imagine Jamaica's culture, cultural products, and geopolitical relations in the global world.

**Credits:** 1.00  
**Crosslisted:** ENGL 367  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ALST 377 - History of Culture in the Caribbean**

Examines the historical development of diverse creole cultures in the Caribbean, based on a core of neo-African traditions and Amerindian influences, and shaped by the impact of almost five centuries of European cultural imperialism. It explores the cultures of various ethnic groups that co-habited the Caribbean in the wake of European colonization, their separate struggles for cultural autonomy and self-determination, and the emergence of creole cultures to which all contributed. Specific aspects of Caribbean culture are studied to comprehend the process of creolization. (GL)

**Credits:** 1.00  
**Crosslisted:** HIST 377  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ALST 378 - Systems of Forced Labor in the Caribbean**

From the moment Europeans invaded the Caribbean under Columbus in 1492, they regarded the region as a zone of economic exploitation from which wealth could be extracted using forced labor. The Spanish enslaved and rapidly decimated the indigenous peoples before turning to Africa for slave labor. Other European nationalities tried white indentured labor before also turning to enslaved African labor. After slavery was abolished, the European colonizers continued the pattern of exploitation through forced labor by indenturing hundreds of thousands of new immigrant workers from India, Africa, and China. Forced labor remained the engine of the Caribbean plantation economy until the end of the First World War. This course

examines how these forced labor systems shaped the growth of the economy and society in the Caribbean, as well as the relations among the various subaltern groups that made up the labor force.

**Credits:** 1.00

**Crosslisted:** HIST 378

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ALST 380 - Movements for Social Justice in South Africa (Extended Study)**

Considers social movements in the specific context of South Africa, a country which has been transformed by and continues to experience large-scale civil society mobilizations. South Africa's unusual heritage of settler colonialism, enforced racial segregation, and explosive economic growth fueled by resources like gold and diamonds combine to make the country a perfect setting in which to investigate the efforts of diverse groups of citizens to achieve a more just and equitable society. Theoretical models drawn from sociology and anthropology expose how social movements originate, succeed, fail, and transform. These models are then applied to the specific history of South Africa, including the early development of non-violent protests, multi-racial labor movements, and the rise of the African National Congress and other anti-apartheid groups. In addition, the ongoing struggles for social justice since the democratic transition in 1994 are addressed, focusing particularly on movements for environmental justice, the rights of indigenous peoples, and access to adequate health care and schooling. New social media, art forms, and networking technologies that have transformed the ability of civil society groups to mobilize are also considered. The on-campus portion of the course is followed by a three-week extended study trip to two South African cities. As a final project, students use their experience to write a proposal for advanced research on a particular social movement.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** CORE 190C

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ALST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ALST 480 - Issues and Trends in Africana and Latin American Studies**



Serves as the senior capstone when UNST 410 is not offered. Exposes majors and minors in Africana and Latin American Studies to research in all areas through the theme of the course, through their individual projects, and through the faculty who visit the class to talk about research issues and trends in each of four program emphases: African Studies, African American Studies, Caribbean Studies, and Latin American Studies. It requires students to make broad connections between the four areas and challenges them to reflect deeply on theoretical ideas and developments in each individual area. The content of the seminars is interdisciplinary, theoretical issues that have significantly shaped the fields of Africana and Latin American studies are emphasized, and students complete major research projects demonstrating familiarity with relevant theory and methodology.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ALST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ALST 499 - Honors Studies**

Students pursuing honors research enroll in this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ANTH 102 - Introduction to Cultural Anthropology**

Provides an introduction to cultural anthropology and is intended to help students come to a better understanding of human cultures and societies through the analysis and comparison of specific cases. Students study diverse societies from a wide range of geographic areas and examine topics such as kinship and marriage, economic organization, religion, gender, and social change. Students learn about some of the major theories and theorists in cultural anthropology and examine the way cultural anthropologists collect and interpret data, particularly in the course of fieldwork.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 102

### **ANTH 103 - Introduction to Archaeology**

Introduces students to the basic concepts and issues of archaeology today through an examination of both method and theory. Topics include data analysis and interpretation, culture history, prehistoric technology and settlements, and cultural resources management.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 103

### **ANTH 202 - Ancient States and Empires (MC)**

An introduction to the study of the archaeological and literary records of selected ancient states and empires of the Old and New Worlds. The course addresses such questions as when and where did cities and states first emerge? What forces accounted for the emergence of ancient states and empires? What were some of the institutions and practices that provided stability and cohesion in the social and political lives of these societies? Why did ancient states collapse? Each term, examples are chosen from the following civilizations or regions of the world: Africa, Mesopotamia, China, Southeast Asia, Mesoamerica, and the Andes. The course compares and contrasts achievements in these civilizations in their forms of social, political, and economic organizations, religion, writing and account-keeping, science, and art and architecture. (MC)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 211 - Investigating Contemporary Cultures**

Introduces students to the research methods that anthropologists use to study human beings in all their complexity: the range of qualitative, in-depth, and participatory techniques that comprise ethnography. Through a series of hands-on active research projects, students will learn how to investigate the complex social world we live in, and analyze what they find. The course covers the research process from asking compelling questions, to collecting qualitative data and critically analyzing it, to choosing how to present it. The course also addresses the ethical implications and responsibilities that accompany learning about human beings by interacting with them, and then representing them to others. The readings, lectures, and

discussions will explore how anthropological knowledge is generated and anthropology's relationship to political-economic power, historical experience, and personal identity. Students will also gain valuable research methods skills for career choices.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ANTH 102 or SOAN 102

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 211

### **ANTH 218 - Practices of Peace and Conflict - War in Lived Experience**

Introduces students to a range of approaches and problems in the descriptive analysis of peace and conflict. Juxtaposes core theoretical texts on war and violence from the social and human sciences with detailed ethnographic case studies. Practices of contemporary conflict are paired with the interpretive paradigms whose aim is to understand and resolve them. For example, case studies in terror are paired with the field of trauma studies; specific regional conflicts with theories of global networks; and contemporary mass violence with analysis of genocide perpetration. Introduces students to important methodological paradigms from the social sciences, chiefly from anthropology, sociology, and geography, as well as humanities-based approaches from comparative religion, literature, and language studies.

**Credits:** 1.00

**Crosslisted:** PCON 218

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 218

### **ANTH 221 - Kinship and Marriage**

What is family? What is kinship? What is marriage? These are questions that have been central to anthropology since its inception in the 19th century. This course examines the culture and political economy of family life, kinship, and marriage in a broad range of human societies, ranging from small-scale communities to highly industrialized states. In addition to looking at the theories, methods, and data that are relevant to the study of kinship in anthropology and related disciplines, the class analyzes and compares different systems of descent and inheritance; various types of households, marriage patterns, and networks of exchange; and the myriad ways in which systems of kinship and marriage are informed by ideologies of gender and vice versa. The class also evaluates some of the recent classics on kinship in America as well as selected aspects of contemporary theoretical debates bearing on kinship and class, lesbian and gay kinship, and the new reproductive technologies.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 226 - Critical Global Health**

In contemporary American society, Western medicine-or biomedicine-is seen as offering quick, effective, and technologically advanced solutions to pain and suffering. Biomedicine is a medical system that privileges the physiological and biological causes of disease. As a clinical science, biomedicine is usually seen as culture-less, as universally effective on all bodies. But what happens when Western medicine goes "global," that is, when it encounters cultural values or beliefs that conceptualize illness, healing, or the body in different ways? Is medicine itself "cultural," and if so, how? This course examines how people experience, use, and critique global health interventions across the globe, and why sociological and anthropological approaches to global health are critical to improving these interventions.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 228 - Women and Gender in Prehistory (MC)**

Takes a feminist perspective to the study of gender and identity in prehistoric societies and ancient civilizations. By looking at the variation of gender roles and relations throughout history and cross-culturally, students help to deconstruct many modern-day assumptions about gender and gender roles in the present. The course will provide an overview of how material remains are used for understanding social identities in the past. It will review feminist critiques of archaeology and how feminism has impacted the discipline of archaeology. Students examine archaeological resources for gendering the past (burials, art, artifacts) and explore gender in a range of prehistoric cultural contexts (hunter-gatherers, farmers, states, and empires) using archaeological case studies as examples. Students additionally look at the ways in which historical archaeology has helped to better understand gender relations in historical contexts. Students critically examine how gender and identity have been represented in academic research, museums, and popular media, in order to deconstruct modern-day assumptions about gender. Case studies derive from the earliest human origins, ancient complex civilizations, and recent colonial America. This course is designed for students with little or no background in archaeology or anthropology.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 230 - Astronomy in Culture (MC)**

Deals with the development of astronomy and, in a more general sense, with the relationship between the natural world and people in different societies and walks of life. Students examine the role of the sky in shaping religions and political ideologies in various kinds of cultures, among them hunter-gatherers, agrarian societies, and dynasties. Specific goals of the course include 1) gaining familiarization with the sky as seen with the naked eye, 2) understanding how various ways of comprehending the sky shape a society's world view, and 3) examining where cross-cultural parallels exist by seeking out the similarities and differences

between the development of techno-assisted Western science and the so-called "ethno-sciences" in other cultures, both ancient and contemporary. Lectures are accompanied by sessions in the planetarium of the Ho Tung Visualization Lab, as well as out of doors, weather permitting. (MC)

**Credits:** 1.00

**Crosslisted:** ASTR 230

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 230

### **ANTH 240 - World Archaeology, Material Culture, and Identity**

From Neolithic settlements to the great cities of the ancient world, such as Uruk, Mohenjo Daro, Pompeii, Copan, and Teotihuacan, and encompassing Native American remains in our local central New York environment, this interdisciplinary course offers a global study of archaeology and focuses on the role of material culture in shaping human identity. The course entertains questions such as, how did the world's first great cities come to be? Where did writing come from? Why did ancient people all over the world revere their dead? What ends did human sacrifice serve? What are the lessons of archaeology regarding the human transformation of the environment? Perspectives on these issues are offered by faculty who specialize in a wide range of facets of the study of archaeology in different cultures of the world.

**Credits:** 1.00

**Crosslisted:** CLAS 240

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ANTH 242 - The Archaeology of Race and Ethnicity in America (MC, GR)**

Explores the history of different ethnic groups in America through the study of their material remains: living quarters, burials, food remains, tools, toys, etc. Students consider how these material remains are used for understanding social identities in the past, specifically race and ethnicity in the United States, as well as the lasting impact of past events on the present day. Students also critically examine how race and ethnicity have been portrayed and ignored in museum displays and popular media. Some of the key questions students seek to address include: What is ethnicity and where does it come from? How has archaeology been used as a social weapon? What was the experience of ethnic and racial minorities in the United States and how can archaeology contribute to that history? How can archaeologists more effectively collaborate with descendant communities and work with museums to create a more inclusive history? (MC, GR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **ANTH 244 - Who Owns Culture?**

Who owns a song? Who owns the tango dance? Who owns knowledge about medicinal plants? Key anthropological questions about culture and property intersect in each of these questions. Native and indigenous societies, whose views on cultural property and heritage have long been marginalized, bring their own perspectives to these questions. With reference to critical anthropological literature, this course uses specific case studies to examine local and global intellectual property and cultural heritage regimes. The topics in this course intersect with the fields of legal anthropology, cultural studies, Native American studies, museum studies, and indigenous studies.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **ANTH 245 - Nature, Culture, and Politics (MC)**

The words "nature" and "the environment" conjure up visions of wild animals and open landscapes, but are people part of nature, too? This course shows how nature and human culture are intertwined, both in terms of how we shape our environment as well as how it shapes us. Through a series of case studies, students explore this relationship, focusing especially on the way that nature and culture are "political": inequalities, social problems and movements, and power relations all flow from the way that we interact with our environment. The course takes a global, comparative, and historical view of this process, and includes the following special topics: the rise of environmental awareness and environmental social movements; globalization and environmental values; consumption and the environment; environmental inequalities and justice; risk, technology, and environmental politics; and public policy and the environment. (MC)

**Credits:** 1.00

**Crosslisted:** SOCI 245

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **ANTH 248 - African Art (MC, GR)**

A study of the principal art styles of sub-Saharan Africa, this course gives attention to both the formal and cultural aspects of indigenous art. The manufacture and usage of art objects is examined within the contexts of local religious, social, and political systems, as well as within the larger framework of language and cultural areas. Traditional art styles are analyzed as products of both collective aesthetics and individual innovation. Attention is given to transmission of art forms from culture to culture and to the persistence of traditional art in the face of social change. (MC, GR)

**Credits:** 1.00

**Crosslisted:** ARTS 248

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 249 - Art and Architecture of the Ancient Americas (MC, GR)**

Examines the principal art styles of the pre-Columbian cultures of South and Middle America, while also considering their impact on the art of indigenous cultures of North America. Relying on archaeological and art historical sources, students discover the usefulness of art and architecture in reconstructing the cultures of the pre-Columbian past. The course also considers the relationship of art and architecture to the environment; the effects of migration, trade, warfare, and technological innovation on the development of art styles; and the use of art in maintaining social hierarchies, political institutions, and religious systems. (MC, GR)

**Credits:** 1.00  
**Crosslisted:** ARTS 249  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 250 - Native Art of North America (MC, GR)**

Relying on archaeological, art historical, and ethnographic sources, this course examines the principal art styles of the indigenous cultures of North America. The course explores such issues as the usefulness of art objects in reconstructing cultures of the past and as historical documents for living peoples; gender roles in art production; the relationship between art, technology, and utility; the use of art as educational tools, memory aids, and religious devices; the relative importance of tradition and innovation; and the role of contemporary art in Native North American life today. (MC, GR)

**Credits:** 1.00  
**Crosslisted:** ARTS 250  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 252 - Muslim Societies in Transition (GR)**

How has mass education of women promoted Islamic revival from Niger to Indonesia? How have new media challenged Muslim authorities in Saudi Arabia? How do Chinese Muslims endure communism? This course compares Muslim-majority societies across the contemporary Islamic world with an emphasis on the distinct and shifting social institutions and practices that bind them. Major topics include changing social institutions under modern imperialism and emergent capitalism, the rise of nation-states and national identities, and the current Islamic revival. The course also addresses contemporary social changes in religious authority and hierarchy, gender and sexuality, religious and ethnic minorities, and technologies and new media. (GR)

**Credits:** 1.00  
**Crosslisted:** MIST 252  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 253 - Field Methods and Interpretation in Archaeology (MC, GR, FR)**

Provides students with hands-on experience in procedures archaeologists employ in collecting, processing, and reporting data. The course revolves around two basic premises: learning about archaeology includes doing archaeology, and doing archaeology involves more than just digging. Training in archaeological fieldwork and data processing is based upon an ongoing research project in Central New York. Each student has the opportunity to participate in various aspects of this research from excavation and field recording to cataloguing and analysis. The culmination of the course is a detailed report based upon research conducted during the semester. (MC, GR, FR)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 353

### **ANTH 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 300 - Museum Studies in Native American Cultures (MC, GR, FR)**

Provides an introduction to museum studies with a special emphasis on the interpretation and representation of Native American cultures of the Western Hemisphere. Through readings, lectures, discussions, visits to regional museums, and design of a virtual exhibition, students are introduced to the theory and practice of museology; the care, conservation, and interpretation of material culture collections; and the use of material culture in research and public education. In addition, the course examines 1) the origins and evolution of the ongoing debate concerning representation of Native Americans in museums, 2) the changing relationship between native people and national cultural institutions, and 3) the future of museums on the highly contested multicultural stage of the 21st century. (MC, GR, FR)



**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 300

### **ANTH 305 - Techno-Science in Society (MC)**

Critically examines techno-science as a transnational social-cultural phenomenon. The term "techno-science" refers to the fusion of science and technology under modern global capitalism. Using the tools of anthropology, this course explores how techno-science is embedded in social-cultural, political and economic systems and processes. Case studies drawn from the Global North and South show how the context in which techno-science is produced and consumed matters. They reveal how critical examination of different sciences and scientists teaches us as much about the social world as it does about the natural one, and challenge the divide between the two. They also demonstrate how techno-science is a transnational phenomenon, in which ideas, objects, methods and practices change as they travel. (MC)

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year, Sophomore  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 315 - Gender and Culture**

Focuses on gender as a culturally constructed, historically variable, and politically contested category rather than an immutable biological "given." Students have two major objectives: first, to develop a cross-cultural understanding of femininity, masculinity, androgyny, and gendered phenomena generally by examining and comparing gender relations and gender ideologies in a wide variety of human societies, ranging from small bands of hunters and gatherers to post-industrial states; and second, to develop a critical understanding of the types of theories, methods, and data that are relevant to the study of gender and sexuality - including heteronormativity, same-sex relations, transgender practices and identities, "third sexes," and "third genders" - in anthropology and related disciplines.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 316 - Religion, Culture, and Media**

Explores the media practices through which people create and negotiate religious value and meaning. It takes as its starting premise the idea that all religious activity is mediated as well as sensual and that, through anthropological theories of religion, culture, and media, one can gain insight into religions' growing political power today. The course involves active participant observation of ritual performances and media as

well as substantial engagement with theoretical questions anthropologists have posed about religion, ritual, and media over the last century.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 316

### **ANTH 322 - Medical Anthropology**

Introduces students to medical anthropology—the study of the relationships among cultures, social systems, the environment, and disease and healing. Interpretations of health and illness, and the experience of one's body are often taken for granted. Yet our ideas about and experiences of health, disease, and medicine are profoundly shaped by culture; by transnational flow of people, ideas, and resources; by histories of colonialism and structural inequalities; and by the development of new technologies. This course introduces students to approaches used by medical anthropologists to study the social, cultural, economic, and political dimensions of the human experience of the body, health, illness, and healing. Topics covered include cultural interpretations of sickness and healing, cultural ideas about the body, social and environmental causes of illness, the effects of poverty on health, the roles of doctors and healers in society, cultural clashes and ethical issues in health care delivery, anthropological critiques of Western biomedicine, and the place of medical anthropology in the study of public health.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 330 - Deep Time: Representing the Human Past in Contemporary South Africa (Extended Study)**

Focuses on how the "deep African past" has been imagined and represented by authoritative knowledge-producing institutions including academic disciplines like Anthropology and Archaeology, museums, and site-specific public education projects. The course also considers how authoritative interpretations of "the past" reflect contemporary political and nationalist interests, biases, and knowledge-producing projects. The course asks how some indigenous peoples become enshrined as exemplars of the generalized human past, and how their representation shifts with changing views of human nature. The three-week extended study component in South Africa will visit museums, archaeological sites, and historical monuments to more recent events in the history of that country.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 337 - Globalization, Culture and Everyday Life**

What does "globalization" mean, and what does it mean for societies and people facing the onslaught of global corporations? This course examines the phenomenon of globalization from a variety of theoretical perspectives, ranging from neo-liberal economics to cultural anthropology. It analyzes how each of these works defines the causes of globalization and its effects on traditional cultures, community relationships, economic wealth and justice, and political institutions. To put these theoretical works in perspective, interspersed with them will be actual case studies of real people and real communities, ranging from Costa Rican farmers to Thai factory workers, interacting with the forces of globalization. These case studies will allow students to test the abstract analyses and see which theories fit reality.

**Credits:** 1.00

**Crosslisted:** SOCI 337

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 339 - Corporations and Power**

Business corporations are among the most influential institutions on the earth today. This course examines the place of corporations in the contemporary world, focusing on their roles critically in global political-economic and social systems, and in our own lives. It considers how studying business corporations can help to better understand capitalism, globalization, work, consumerism, law, inequality, cultural change and personhood. The course delves into case studies that follow transnational corporations from Silicon Valley, to Papua New Guinea, and back again. In addition, the course includes a research component in which students will conduct and analyze original interviews.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 340 - Contemporary Issues in Native American Art**

Examines the responses of Native American artists and critics to issues that face Native American and First Nations peoples of the United States and Canada today. The course first considers the political, social, and economic milieu in which modern and contemporary indigenous art developed. It evaluates terms such as "traditional" and "contemporary" in discussing indigenous art. The course then focuses on Native artists of the last twenty-five years and the issues addressed in their work.

**Credits:** 1.00

**Crosslisted:** ARTS 340

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None  
**Liberal Arts CORE:** None  
**Formerly:** NAST 340

### **ANTH 350 - Theorizing Contemporary Cultures**

Anthropologists are philosophers of the social. With firm roots in classical social theory, anthropologists have always questioned the relationship of materiality and imagination in human culture, the dialectic of individual and social, the structures of power and authority, the pull of kinship and cosmology, and the cultural patterning of time, space, gender, and story. Anthropology trains our attention on big questions of comparative and global import, but seeks answers in concrete things that people do, say, and make. Anthropological theory thus rests on the empiricism of ethnography, archaeology, and material studies, and provides the questions that drive research. This course links contemporary theoretical work in the discipline with essential forerunner texts and projects. It also considers influential texts from theorists outside the discipline proper, recognizing that anthropology takes insights from many theoretical quarters, and in turn informs theoretical endeavors across the social sciences and humanities.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ANTH 102 or SOAN 102  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 355 - Ancient Aztec Civilization**

Debate key issues surrounding the Aztecs of Central Mexico using archaeological and written evidence to understand ancient Aztec culture. This course explores the great technological achievements of Aztec civilization, its complex rituals and beliefs, bustling marketplaces and cities, and the everyday lives of ordinary people. Questions addressed include: Who were the Aztecs? Why did the Aztecs practice human sacrifice and cannibalism? How did the Aztecs become the largest empire in ancient Mesoamerica? Did the Aztec Empire promote the well-being of its commoners? Was religion used as a tool of domination? What was the role of women in Aztec society? Why did the Aztec Empire fall to the Spanish? What happened to people following the fall of the Aztec Empire? Students will integrate primary sources, archaeological research, and ethnohistory to uncover the Aztec past.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 356 - Ethical Issues in Native American Archaeology (MC, GR)**

Examines a range of significant ethical issues relating to the archaeology of Native Americans in North America primarily, but also to some extent in Central and South America. Students not only read about and discuss conflicting perspectives leading to ethical dilemmas, but also propose solutions and evaluate existing policies to combat such problems. Some of the key topics covered in the course include the conservation ethic and stewardship; excavation and repatriation of Native American skeletal remains and sacred objects; looting, collecting, and commodification of Native American archaeological sites and

artifacts; and public and postgraduate education. In short, the class actively engages in the critical ethical, theoretical, and legal debates surrounding Native American archaeology that have emerged over the past 30 years. (MC, GR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 357 - Indigenous Politics of Latin America (GR)**

At the end of the 20th century, different indigenous or native peoples' voices seemed to become more prominent in Latin American social movements. These movements included an uprising to stop the advances of globalization, struggles to control resources, demands for dignity and recognition, and struggles against corporate environmental degradation. The apparent resurgence of Latin American indigenous politics is connected, in part, to global initiatives, like the work on what would become the United Nations Declaration on the Rights of Indigenous Peoples. Indigenous politics in Latin America ultimately pose questions about customary, national, and international legal frameworks. This course works at the intersection of local and global understandings of what it means to be indigenous in different Latin American contexts. The course is taught through the disciplinary lens of anthropology, and readings are selected from case studies in Mexico, Nicaragua, Guatemala, Brazil, Peru, Ecuador, and Bolivia. (GR)

**Credits:** 1.00

**Crosslisted:** ALST 357

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 358 - Native American Cultures (GR)**

Focuses on the comparative and historical study of Native American cultures and societies throughout the Americas. Through the reading of several ethnographies, students compare and contrast Native American social, religious, political, and economic institutions and practices from the time of European contact to the present day. (GR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 358

### **ANTH 359 - Archaeology and Ethnology of Southwestern Indians (Study Group)**

Highlight the deep time depth and diversity of the traditional cultures of the Southwest. Topics will include environments and traditional technologies that underlie the transition from Paleoindian big game hunters to Puebloan farmers over the past 10,000 plus years. Review the dramatic changes of the past 400 years of cultural contact and conflict during the Spanish, Mexican, and American periods in the Northern Southwest.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 360 - Comparative Cosmologies (MC)**

Concentrates on the description and analysis of cosmological models and world views, primarily as revealed through myth, developed by a variety of ancient and contemporary societies. One goal in formulating a contrast between Western and non-Western aspects of world view is determining which concepts and ideas might emerge as common to all cultures as opposed to being unique in American society: Do all societies believe in a beginning and an end to their universe? To what extent are cosmological ideas reflected in urban planning and particularly in the design of sacred space? In what specific ways do developed world views depend upon cycles of social interaction? (MC)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 361 - Ancient Environments and Human Legacies (MC)**

Many, if not most of today's geopolitical problems can be traced to how people interact with the environment. Warfare, globalization, market economies, food production, ethnic conflicts, and disease are all contingent on the relationship between human beings and their environments. This course focuses on the complexity and nuance of those relationships through both space and time by utilizing an archaeological perspective. While many academic fields now focus on topics relating to environments, archaeology works with a dataset that spans the entirety of human history. Such a dataset allows archaeological researchers to ask powerful and fundamental questions, such as: How do human societies respond to environmental change? Have human beings ever successfully found a balance between themselves and their natural world? What events created today's environmental challenges? What leads to the downfall of a society? This course will consider questions like these through various case-studies across the globe that deal with the diversity of human societies and the specific environments from which they emerged. (MC)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **ANTH 362 - Political Anthropology**

Examines human political action in a variety of societies, both within and outside established political structures. Beginning with the attempt to construct truly cross-cultural definitions of power and politics, students look at examples of both centralized and un-centralized systems of authority and management. Topics include the management of cooperation and collective action in the absence of formal leadership roles; the use of informal mechanisms such as gossip, witchcraft, and influence; succession to office and the symbols and ceremonies surrounding the transfer of power; the construction of group identities based on race, ethnicity, and class; gender relations as a domain of political action; ethnicity, nationalism, and ethnic conflict; and the particular perspective anthropology can bring to the study of politics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 362

## **ANTH 363 - Globalization and Social Change in Latin America (GR)**

Latin America has been globalized since before Napoleon invented the term "Latin America" to describe the Spanish, Portuguese, and French colonies to our south. This course explores the changing reality of what globalization means in Latin America. It examines the legacies of European colonization and African slavery; the struggles against transnational, national, and local forms of inequality; and the different ways that globalization is experienced by people today. Through case studies from South, Central, and North America, students focus on the themes of ethnicity, race, gender, social class, national citizenship, and transnational market production and consumption. The course uses an anthropological lens to analyze pressing social issues affecting Latin America, and Latin Americans, today. (GR)

**Credits:** 1.00

**Crosslisted:** ALST 363

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **ANTH 365 - Andean Lives (GR)**

While the Andes region may evoke quaint images often seen in tourism advertisements, a focus on the people living in this region reflects globally interconnected dynamics. The course engages with diverse authors who write about the Andes: as a place steeped in highland indigenous traditions; as the place of the Inca Empire; as a place of rural communities in which collective action can take priority over individual interest; as the original source of the coca leaf that has ritual significance through the region and contested political significance in the international sphere; as the birthplace of a Maoist guerrilla movement in the last gasp of the Cold War; and as the place where social movements have challenged global economic systems and brought an indigenous president to power. Through details about the lives of those who reside in the Andes, this course brings together anthropological and historical views of this region with cases primarily from Peru, Bolivia, and Ecuador. (GR)

**Credits:** 1.00  
**Crosslisted:** ALST 365  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 371 - Gender and Society in Africa (GR)**

Examines traditional notions about men, women, and reproduction from a number of African societies. Focuses on the impact of European colonialism and other foreign political and economic institutions on women and men. Finally, students study the role of gender in present-day African states, including participation in national life under democratic, socialist, and military regimes, and the challenges and options presented by the future. (GR)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 372 - Anthropological Theory and Archaeological Praxis (MC)**

Examines the interplay between theoretical trends in anthropology and the emergence of a reflexive practice of archaeology. Formal archaeology in the U.S. was a latecomer to anthropology, appearing during the era of Franz Boas. Somewhat later, the field became methodologically standardized as a result of the New Deal. After World War II, Americanist archaeology became a battle ground for competing perspectives in anthropology, fueled in part by the appearance of the National Science Foundation. Today, archaeology in the United States and Europe confronts and integrates numerous new critiques and theoretical perspectives, many of which arrive from recent trends in anthropology and various disciplines in the humanities and social sciences. Among the topics addressed are cultural evolutionary theory, geoarchaeology, postcolonial critiques, practice theory, embodiment theory, gender archaeology, critical theory, discourse analysis, and indigenous archaeologies. The overarching goal is to assess the state of the art in anthropological approaches to the production of knowledge in archaeology. (MC)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 374 - Anthropology of Media: Mass-Mediated Cultures**

Examines media in local, national, and global contexts. More specifically, it draws on media theory and on specific ethnographic cases to discern the social force of modern mass-mediated communication within and



across contemporary cultures. Topics include the technologization of old media, language and performance; the emergence of mass-mediated "imagined" communities; and new social media networks.

**Credits:** 1.00

**Crosslisted:** FMST 374

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 375 - Captured by the Lens: Photography in Anthropology and Archaeology**

Examines the role that photography has played in the emergence of anthropology and archaeology as disciplines. Beginning in the 1860s, advances in technology turned the camera into a standard piece of fieldwork equipment, and a range of image genres emerged as cameras were taken on-site and into the field. Part of the course is historical and archival in intention, and examines the emergence of these image genres, asking questions about the nature of the gaze, about forms of representation, and about the relationship between the visual imagination and more empirically imagined knowledge projects. Another part of the course examines contemporary photographic practices and the leaking of anthropological image genres like the ethnographic photograph into popular forms. Students take a case-study approach and look at individual sites, photographers, and bodies of work, alongside a close reading of contemporary theory. Students are encouraged to take their own photographs, and the course concludes with an exhibition of student work.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ANTH 376 - Archaeology of the Inkas and their Ancestors (MC, GR)**

Explores the many cultures that flourished in the Central Andes of South America, from the Inka Empire to the earliest inhabitants during the Paleolithic. By examining the cities, shrines, and habitations they left behind, archaeology allows for unique glimpses into the Pre-Columbian past in an area of the world with no written records prior to the 16th Century. Students trace the development of long-distance trade, the origins of agriculture, the spread of early religious traditions, and the formation of the first cities and empires in South America. In addition to learning the cultural history of the Central Andes, students engage in contemporary debates including cultural tourism and the popularization of the Andean past; art markets, looting, and ownership of archaeological remains; and the relationship of present-day Andean communities to their material heritage. (MC, GR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Recommended:** A background in archaeology is beneficial but not required

**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 378 - Social Theory of Everyday Life**

Since classical times, philosophers and historians have studied and recorded the details of everyday life with an eye to grasping the meaning of social practice. The past 50 years, however, have seen the bourgeoning of an exciting body of critical theory on the quotidian. Much of this work is concerned with profound questions about how the systems, structures, and practices of modernity shape basic human interactions with things, with places, and with other persons, and how these, in turn, reproduce social structures. This course presents sociological and anthropological texts concerned with everyday domesticity, cuisine, gesture, movement, activity, entertainment, talk, schooling, and bureaucracy, and explores the theoretical paradigms of knowledge, practice, and power to which these texts are ultimately addressed.

**Credits:** 1.00  
**Crosslisted:** SOCI 378  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 382 - Nations, Power, Islam: Muslim Identity and Community in the Global Age (GR)**

Muslims today belong at once to a global community of the faithful and to particular ethnic and national bodies. This course examines the social significance of these intersections of identity and community: What political, cultural, and religious conflicts and negotiations mark Muslim identity in the global age? Initial readings survey the colonial age, which forced the integration of Muslim communities into the global capitalist and state systems. With this foundation students then address specific conflicts and congruencies of contemporary Muslim identity in both the Muslim world and the West: between Islamic law and national-state laws; between local Islamic norms and transnational flows of media, persons, and products; between popular Islam and political power. How do these issues affect Muslims and their neighbors? How do they affect geopolitics? What is the present and future of the "global village"? (GR)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 452 - Senior Seminar in Anthropology**

In this capstone seminar for the anthropology major students design original research projects grounded in recent anthropological theory and relevant literature on their topics and collect and analyze appropriate ethnographic or cultural data; and each student writes a significant thesis paper. Seminars also focus on intensive reading about select theoretical issues in contemporary anthropology; the specific focus of the seminar reading depends on the instructor.

**Credits:** 1.00  
**When Offered:** Fall semester only

**Corequisite:** None  
**Prerequisites:** (ANTH 102 or SOAN 102) or ANTH 103 or (ANTH 211 or SOAN 211) and ANTH 350  
**Major/Minor Restrictions:** None  
**Class Restriction:** Only Senior  
**Recommended:** All anthropology majors should plan to take this course in fall term of their senior year.  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ANTH 495 - Independent Study for Honors and High Honors**

This independent study is for candidates for honors and high honors in anthropology.

**Credits:** 1.00  
**When Offered:** Spring semester only

**Corequisite:** None  
**Prerequisites:** ANTH 452 or ANTH 454  
**Major/Minor Restrictions:** Only Sociology & Anthropology, Anthropology Majors  
**Class Restriction:** Only Senior  
**Restrictions:** Enrollment is limited to seniors with a GPA of 3.50 or higher in all departmental courses and an overall GPA of 3.30 or higher

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ARTS 100 - Introduction to Studio Art (SA)**

Introduces creative thinking and problem solving, the challenges of visual representation and expression, and critical method. Students will become familiar with contemporary and historical artistic practices and theoretical frameworks, as they engage in a series of studio based investigations exploring a variety of mediums and materials. ARTS 100 lays important groundwork for students interested in continuing in studio art or concentrating in Art and Art History. In the spirit of the liberal arts, the visual thinking and creative processes central to the course are relevant to a range of other disciplines as well. Attendance at our regularly scheduled ARTS Lecture Series is required. Material cost is \$50–\$100. This course is a prerequisite for all 200 level studio courses.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 101 - Caves to Cathedrals: The Art of Europe and the Mediterranean to the 13th Century (AH)**

Focuses on key artworks from ancient Mesopotamia, Egypt, Greece, Rome, the Islamic world, and the European Middle Ages. It examines how visual languages developed to communicate ideological messages about various people's relationships with their gods, their rulers, their subjects, their enemies, and each other. Also serves an introduction to the discipline of art history, training students for more advanced art history courses by teaching basic vocabulary and techniques of close looking and analytical thinking about visual material.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 102 - The Art of Europe from the Revival of Antiquity to Revolution (AH)**

Introduces students to art in Europe from the Early Renaissance to the late 18th century, with an emphasis on patronage, reception, style, and technique. Also an introduction to the discipline of art history, training students for more advanced art history courses by teaching basic vocabulary and techniques of close looking and analytical thinking about visual material.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 103 - The Arts of Asia before 1300 (AH)**

Introduces students to the methods of art history through the architecture and sculpture of ancient Asia, from prehistory to the 13th century in places now called Afghanistan, China, Cambodia, India, Iran, Iraq, Japan, Korea, Indonesia, Pakistan, and Saudi Arabia. Lectures, discussions, and readings proceed in roughly chronological order, paying special attention to cultural concepts that flow and morph across Asia, such as Buddhism and Hinduism. Student work concentrates on the fundamental skills for more advanced art history courses: close and analytical looking, articulating visual responses through language, and understanding how historical and cultural contexts can shape the ways people make and see art.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 105 - Introduction to Architecture in Cultural Context (AH)**

An introduction to the analysis of architecture and the understanding of it within its cultural frameworks. Students will develop tools for the analysis of spaces and structures and will become familiar with the vocabulary and the conceptual frameworks essential for understanding the built environment. Historical styles, significant individual structures or complexes, basic principles of urbanism, and the relationship between theory and practice are integrated through select case studies.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 107 - What is Modern Art? (AH)**

A survey of art from the turn of the 19th century to the present. Students learn how to analyze the visual strategies of a variety of artworks, and to pose critical questions about their context, especially in relation to political changes, exhibition practices, and modes of circulation. Also an introduction to the discipline of art history, training students for more advanced art history courses by teaching basic vocabulary and techniques of close looking and analytical thinking about visual material.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 110 - Global Contemporary Art (AH)**

Examines contemporary art's shifting relationship to changes taking place in the world at large: the pressures and challenges, as well as the possibilities that come with globalization and decolonization. It addresses other spaces that emerge through processes of cultural encounter and movement, and the importance of addressing art, culture, and aesthetics on local, regional, and supra-national scales.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 201 - Digital Studio: Creativity, Code, and Cookbooks (SA)**

An introduction to digital art that covers select topics from a variety of digital art practices tied to the avant-garde, and rooted indeterminacy, concept, recipe, instruction, structure, algorithm, and procedure. Students make individual and collaborative artworks using instructions, recipes, code, and more. As a result of iteration, remixing, and collaboration, students reconsider the nature of authorship and artistry, and come to see art more as a process than a thing, more dynamic than static. Students are encouraged to explore concepts and programs beyond the basics; group and individual projects will require both rigorous concept development and proficiency in technology. The Little Hall Digital Studio is equipped with Macintosh computers and relevant software.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Previous Macintosh experience is helpful but not necessary.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 202 - Digital Studio: Distribution and Intervention (SA)**

An introduction to digital art that covers a selection of digital art practices, including reproducible art, networked and telematic art, kits, multiples, fabrication, DIY, and interventionist practices. Students work with digital tools such as vector and raster programs, html and css, and fabrication to produce and distribute art that can operate inside and outside the gallery. The internet, for instance, is considered as a distribution platform and as a potential exhibition space. In working with existing media and technology such as surveillance, students employ "creative misuse" to make playful, humorous, and poignant contemporary artworks. Students are encouraged to explore concepts and programs beyond the basics; group and individual projects will require both rigorous concept development and proficiency in technology. The Little Hall Digital Studio is equipped with Macintosh computers and relevant software.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Previous programming experience is helpful but not necessary

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 207 - Roman Art (AH)**

Introduces students to some of the riches of Roman material culture, including painting, sculpture, architecture, coinage, and urbanism, from the 6th century B.C.E. to the 6th century C.E. Despite this broad time-frame, the aim is not exhaustive chronological coverage. Rather, the course focuses on the social and political contexts that generated the production of particular artworks in the Roman world. Students explore the question of how these works' formal qualities met the needs of ancient patrons, and how they were reused or reinterpreted in subsequent generations.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 208 - Marble, Gold, Silk, and Glass: Art of the Middle Ages (AH)**

A study of art, architecture, and material culture in Europe and the Mediterranean world, from the end of the Roman Empire (marble), to the rise of Christianity and the development of new visual vocabularies to convey its message of salvation (gold), to the emergence of rich, widely circulating and highly influential artistic practices in the Islamic world (silk), and finally to the emergence of pilgrimage routes and prosperous cathedral cities by the 13th century (glass).

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 211 - Drawing (SA)**

An introduction to drawing through a series of studio projects, class discussions, and critiques. A variety of attitudes toward, and approaches to, drawing will be explored through viewing the works of historical and contemporary artists. The course will address fundamental drawing skills and introduce a variety of media. The careful development of images is an integral aspect of the course; observation, conceptualization, and expression will be central concerns. The student's cost for materials is about \$100.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 216 - Nature's Mirror: Renaissance Arts 1400-1550 (AH)**

Considers painting and sculpture of Europe ca. 1400–1550, examining major artists and regional practices within their social, political, and cultural settings. Themes include the development of linear perspective, the inheritance and interpretation of classical tradition, technologies of art, Renaissance "self-fashioning," and narrative strategy as approached through visual analysis, primary source readings, and recent critical literature.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 219 - The Economics of Art (AH)**

The symbolic value of artworks has long been translated into monetary terms. This course will analyze the economics of art by examining the emergence of global art markets since the modern period into the contemporary. With an eye to geopolitics of the art world, students will address the commodification of the artwork, the rise of the celebrity artist, the development of art fairs, biennials, and auction houses, as well as the changing role of the museum to understand the gains and pitfalls of turning culture into a commodity.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 220 - Bodies in Space: European Architecture, 1400-1800 (AH)**

Explores European architectural history and theory from c.1400-1800. It is designed to give the student with little or no exposure to architectural history and thinking, or to the period in question, an understanding of issues ranging from the most fundamental to the more advanced, across a number of contexts and case studies. Engages with architectural history as it relates to the body, place, and site; draws heavily on primary source texts as well as foundational and recent scholarship.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** Recommended for students wishing to prepare for advanced studies in architecture.  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None



## **ARTS 221 - Video Art: Representing Reality (SA)**

An introduction to the artistic practice of experimental video production, with a special topical emphasis on the practical, aesthetic and ethical issues associated with nonfiction (or "documentary") form. Special attention will be paid to works of moving image art bridging boundaries between the art world, the realm of experimental cinema, amateur or "outsider" art and/or popular cultural production. Students are given significant freedom to develop a meaningful, challenging, ambitious final video project. Technical skills in camera, sound, lighting and basic editing are introduced. Students learn not only the technical skills required for basic video production, but how to engage with the form critically and creatively as they develop their own personal artistic practice. Class time is divided between screenings, discussions, labs and critique of student work. Attendance at the weekly Alternative Cinema screening is a required and essential element of this course. Equipment is provided by the department.

**Credits:** 1.00

**Corequisite:** ARTS 221L

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ARTS 221L - Required Film Screening**

Required corequisite to ARTS 221.

**Credits:** 0.00

**Corequisite:** ARTS 221

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ARTS 222 - Video Art: Image Recycling (SA)**

An introduction to the artistic practice of experimental video production, with a special emphasis on the practical, aesthetic and ethical issues associated with creating new artworks which use pre-existing or "found" material: archival documents, advertisements, pop cultural detritus, etc. Special attention will be paid to works of moving image art bridging boundaries between the art world, experimental cinema, amateur or "outsider" art and/or popular cultural production. Technical skills in image-based research, collection, curating and editing are introduced in hands-on labs and further developed through a series of short assignments and exercises. This course focuses on editing, sound design and other aspects of post-production; video production (camera) skills will not be emphasized. Equipment is provided by the department. ARTS 222 is designed to complement ARTS 221; the two courses emphasize different aspects of artistic creation in video and can be taken sequentially (in any order).

**Credits:** 1.00

**Corequisite:** ARTS 222L

**Prerequisites:** ARTS 100 or FMST 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 222L - Required Film Screening**

Required corequisite to ARTS 222.

**Credits:** 0.00  
**Corequisite:** ARTS 222  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ARTS 225 - Renaissance and Reformation in Northern Europe (AH)**

A study of painting, sculpture, manuscripts, and prints of the 15th and 16th centuries produced in the Low Countries, the Austrian Habsburg lands, France, and the Baltic states. The course concentrates on style developments and the changing religious and social context of works of art. Themes explored include the emergence of panel painting, new forms of devotional imagery, the role of symbols in the art of Van Eyck and Bosch, the impact of the Protestant Reformation, cross-influences between northern Europe and the Italian Renaissance, and the roles of Dürer, Holbein, and Brueghel in creating the humanistic Renaissance of the 16th century.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 226 - Nature's Order: Baroque Arts 1550-1750 (AH)**

European painting and sculpture ca. 1550-1750 in its cultural, political, and social settings. Themes include the impact of the Counter-Reformation on the visual arts; Caravaggio and international Caravaggism; "realism" and "verisimilitude"; the intersection of mysticism, spirituality, and art; art and science; theatricality; art as propaganda.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 231 - Painting (SA)**

An introduction to the study and practice of painting. Problems related to composition and the formal properties peculiar to this medium are investigated through both prescribed and self-directed studio assignments. Questions related to content and subject matter are explored in studio, class lectures, critiques, and visits by outside lecturers who share their professional expertise in studio art, art history, and art criticism. The student's cost for materials is \$150-\$350.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 233 - Latin American Art (AH)**

Surveys modern and contemporary Latin American art within the context of regional socio-political concerns. Considers a wide variety of visual media, including exhibitions and artists' texts, focusing on local and global events that prompted their production. Students examine how artworks embodied, challenged, and helped to shape Latin American history.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 236 - Realism and Impressionism: Global Styles (AH)**

From the 1820s to 1880, artists working on traditional media such as painting and sculpture, as well as on new ones such as photography, engaged everyday life in an environment transformed by industrialization, urbanization, and imperialism. In this period, modern art developed some of its characteristic strategies, such as an emphasis on originality, an ambivalent relation with tradition, problematic ties with cultural and economic institutions, and a strained allegiance to radical politics. This course explores the exhibitions, institutions, and art-critical discourses supporting the circulation of art, with particular regard to the impact of nationalism and globalization on the production and dissemination of art objects.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 238 - Avant-Gardes: 1880-1920 (AH)**

This is a critical and historical survey of the visual arts from 1880 to 1920, examining how modern art transformed in reaction and response to radical technological, social, and political change. Particular attention will be paid to the roles played by industrialization, political and sexual revolution, rapid urban

growth, and an expanding consumer culture in defining a wide range of visual culture. The course examines problems of representation, abstraction, and modernism as they are exemplified in painting, drawing, and sculpture, alongside the newer media of photography, assemblage, film, and collage.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 239 - Global Modernisms 1920-1950 (AH)**

World War II, totalitarian regimes, and revolutions form the backdrop for this global study of art and artists during the middle of the 20th century. Begins with an examination of the challenges to rationalism raised by the Dada and Surrealists groups in the context of World War I and its aftermath. The course also considers the forms of realism that coalesced concurrently in several countries as a reaction to the shifting political landscape of the interwar years. The reemergence of abstract painting at mid-century is considered in relation to the theoretical formation of modernist criticism and the tensions of the Cold War. Through the analysis of case studies — such as iconic exhibitions and the publication of key theoretical interventions — the students will develop close readings of objects and texts and situate them in their geo-political, theoretical, and social contexts.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 240 - Art and Theory 1950-1980 (AH)**

Surveys international art movements since 1950 that questioned the definition of art, the status of the art object, and the role of the artist in the late 20th century. The crisis of modernism serves as a point of departure for consideration of shifting modes of production and interpretation in art and criticism. Varied theoretical paradigms that have informed artistic practice are examined in the context of rapid and radical social change, the emergence of new media, the breakdown of conventional artistic boundaries, the impact of post-colonial thinking, and the explosive growth of art circulation.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** ARTS 339

### **ARTS 241 - Photography (SA)**

An introduction to analog black and white photography, emphasizing creative expression and critical engagement with photography as a form of art. Students learn the basics of operating a 35mm camera, the principles of film exposure and processing, fundamental darkroom technique, and select alternative processes. Through study and experimentation students gain a material understanding of photography as the manipulation of light and time. Thematic projects – complimented by slide shows and readings – engage the tradition of documentary photography, as well as avant-garde experimentation, and constructed scenes. A limited number of cameras are available for checkout, when possible students are encouraged to provide their own 35 mm camera with manual focusing, aperture, and shutter speed adjustments and a light meter (\$150 or so used). Additional student's cost for materials is \$250-\$350.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 242 - Digital Photography (SA)**

Students learn about color photography, studio lighting, digital workflow, and inkjet printing. Special attention is paid to the ideas most closely linked to the emergence of digital photography, including artificial realities, social constructs, and image as information. Students will engage in a series of thematic projects, culminating in a final project of their own design. Through critique, discussion, and writing students are asked to articulate the ideas, issues and visual qualities that animate their work, finding their place in ongoing conversations around photography and contemporary art. A limited number of cameras are available for checkout, when possible students are encouraged to provide their own digital SLR camera with manual settings (\$250 or so used). Additional student cost for materials is \$100-\$150.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 243 - Art & Theory 1980 to Present (AH)**

Focuses on the artistic outburst in the late 20th and early 21st centuries. Breaking away from the traditional chronological survey of art along a Europe-US axis, students study themes and issues such as relational aesthetics, collaboration, and globalization to understand how art has been reinvented within the contemporary period. Along with studying particular artists and art practices, students discuss the increased importance of curators and exhibitions, especially the biennial system, as central to the circulation and networking of contemporary art.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ARTS 244 - Temples, Caves, and Stupas of India before 1300 (AH)**

Begins with South Asia's most ancient civilization (ca. 2500 BCE) and then tracks the classic forms of Buddhist stupas, rock-cut cave temples, early mosques, and the increasingly grand stone temples dedicated to the worship of Hindu gods. Elegant figures, carved in an aesthetic language that persists in Indian dance, guide visitors through these monuments, teaching them about the nature of the divine. Special attention is devoted to analyzing elements that lend South Asian art its distinctive character.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ARTS 245 - Palaces and Paintings of India Since 1300 (AH)**

As South Asian temple complexes expand, they become entire cities and they share the form of kings' palatial fort-complexes. Expanding outward in concentric rings from their sacred, private cores, these temples and palaces, as well as garden-tombs and houses of government for the British Raj, create visions of divine transcendence on earth, transformative spaces where every visitor has a chance to engage with the ultimate order of creation. This course also explores the paintings made for the people who inhabited these palaces, with special attention to delicate Mughal portraits, impassioned love lyrics favored by Rajput princes, and spaces magically transformed by the presence of the sacred--Hindu, Jain, Buddhist, and Muslim. Special attention in this course is devoted to analyzing elements that lend South Asian art its distinctive character.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ARTS 246 - From Emperors to Anime: Pictorial Practices in China and Japan (AH)**

A focus on East Asia's pictorial arts--especially paintings and prints, but also film and new media--from prehistoric times through the 21st century. This chronological survey begins with China, switches to Japan after the mid-term break, and spends the last few classes comparing these regions and taking a longer view of each. Student work focuses upon close analysis of visual materials and scholarly essays, and on the challenges of integrating visual and verbal information.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Previous coursework in art history or Asian studies is helpful

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 248 - African Art (AH)**

A study of the principal art styles of sub-Saharan Africa, this course gives attention to both the formal and cultural aspects of indigenous art. The manufacture and usage of art objects is examined within the contexts of local religious, social, and political systems, as well as within the larger framework of language and cultural areas. Traditional art styles are analyzed as products of both collective aesthetics and individual innovation. Attention is given to transmission of art forms from culture to culture and to the persistence of traditional art in the face of social change.

**Credits:** 1.00

**Crosslisted:** ANTH 248

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 249 - Art and Architecture of the Ancient Americas (AH)**

Examines the principal art styles of the pre-Columbian cultures of South and Middle America, while also considering their impact on the art of indigenous cultures of North America. Relying on archaeological and art historical sources, students discover the usefulness of art and architecture in reconstructing the cultures of the pre-Columbian past. The course also considers the relationship of art and architecture to the environment; the effects of migration, trade, warfare, and technological innovation on the development of art styles; and the use of art in maintaining social hierarchies, political institutions, and religious systems.

**Credits:** 1.00

**Crosslisted:** ANTH 249

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 250 - Native Art of North America (AH)**

Relying on archaeological, art historical, and ethnographic sources, this course examines the principal art styles of the indigenous cultures of North America. The course explores such issues as the usefulness of art objects in reconstructing cultures of the past and as historical documents for living peoples; gender roles in art production; the relationship between art, technology, and utility; the use of art as educational tools, memory aids, and religious devices; the relative importance of tradition and innovation; and the role of contemporary art in Native North American life today.

**Credits:** 1.00

**Crosslisted:** ANTH 250

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 251 - Printmaking (SA)**

Introduces a range of printmaking media including relief, lithographic and digital printing. Students will develop a series of prints based on studio research, an understanding of formal visual issues, and a carefully considered individual approach to the projects introduced in class. Historical and contemporary prints introduce a range of aesthetic possibilities. The student's cost for materials is about \$150.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 255 - Museum Exhibitions: Design, Rhetoric, and Interpretation**

Takes advantage of special learning opportunities that arise in conjunction with temporary museum exhibitions and/or permanent installations. Normally focuses on at least two related exhibitions that are currently on view either on Colgate's campus or at nearby institutions. Students will meet with curators to learn about the exhibit and the decision-making process behind it. Students will examine how museums use wall text, labels, juxtapositions, frames, cases, lighting, architecture, and, above all, their choices of what to include and exclude, to craft particular narratives and encourage particular interpretations of objects and historical phenomena. May also include a hands-on practicum as well, giving students the opportunity to curate and install a real exhibition of their own design.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 263 - Sculpture: Surface and Form (SA)**

Introduces, through a series of directed projects, basic sculptural concepts and processes, both analog and digital, in a contemporary critical context. There is a focus on understanding form and space, including direct modeling, digital design and scanning, 3D printing, moldmaking and additive techniques.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 264 - Sculpture: Material & Process (SA)**



Introduces, through a series of directed projects, basic sculptural concepts and processes, both analog and digital, in a contemporary critical context. There is a focus on a range of processes -- construction, casting, welding, digital design, 3D printing -- and materials -- wood, plaster, metal and plastics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 270 - Critical Museum Theory**

Museums are didactic institutions which manifest implicit judgments about the structure of history and the value of culture. They are also political institutions, responsive to the priorities of the municipalities and private patrons that support them. Students gain insight into the professional practices of museums, as well as their identity as cultural institutions that operate for the public good.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** ARTS 370

### **ARTS 271 - Architectural Design I (SA)**

This studio-based course introduces students to the basic elements of architectural research and design. Beginning with basic exercises in the construction and arrangement of all given shapes, students progress to increasingly more complex design challenges. They learn about programming, circulation, structure, and form in architecture. Design exercises are accompanied by regular lectures on relevant techniques and problems in architecture. Most importantly, students are challenged to address the social implications of the design factors and skills they focus on in this course. Priority is given to juniors, seniors, and students concentrating in art and art history.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 273 - Architecture of Art Museums (AH)**

Offers a critical and historical exploration of art museum architecture since the French Revolutionary era. Emphasis is on museums since World War II, but students also become familiar with iconic museums of the 19th and early 20th Centuries, such as the Altes Museum in Berlin, the British Museum in London and the Boston Museum of Fine Arts. As a way of gaining a robust understanding of spatial design factors, students model a historical museum using CAD software before designing a gallery installation using the same

software.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 275 - American Campus Architecture (AH)**

The American Campus, a distinctive planning and architectural tradition, is the focus of this course. In the course of its study, students gain an overview of the evolution of American architecture from the colonial period to the present. Emphasis is on stylistic evolution of structures and the accommodation of shifting educational priorities in campus organization and planning. Analysis of the Colgate campus and its history is part of the course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Experience of ARTS 105 is valuable but not necessary

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 277 - Modern Architecture (AH)**

Studies the emergence of a self-consciously modern architecture in European and the United States at the turn of the 20th Century, follows its maturation in the interwar period, and explores its international proliferation following World War II. Students become familiar with many key buildings and architects as well as the theory associated with them.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Experience of ARTS 105 is valuable but not necessary

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 280 - Visual Culture of Fascism (AH)**

Through a close analysis of cultural production and ideological statements, this course will examine the relationship between the politics of fascism and its visual practices, analyzing the role of art in the formation of the regimes' self-identity and in the formation of the fascist subjects. Students will consider the related but diverse manifestations of fascist culture in Japan, Germany, France, Spain, and Italy in order to compare and contrast the heterogeneous modes of fascist visual culture in the interwar period. As well as examine responses to fascism in countries such as Great Britain, the United States, and Mexico, in order to understand the ways in which liberal regimes reacted to the visual propaganda of totalitarianism. Materials will include painting, sculpture, architecture, photography, graphic design, film, and forms of public spectacle

and pageantry.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 287 - History and Theory of Cinema (AH)**

This survey of the history of cinema examines all aspects of filmmaking, the development of cinematic language, and film theory in relation to intellectual thought in the 20th century. Emphasis is on the development of film analysis as well as individual visual thinking. All students enrolled in the course are required to attend the Tuesday evening Alternative Cinema series.

**Credits:** 1.00

**Corequisite:** ARTS 287L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 287L - Required Film Screening**

Required corequisite to ARTS 287.

**Credits:** 0.00

**Corequisite:** ARTS 287

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 302 - Advanced Digital Studio (SA)**

Digital Studio II builds on the aesthetic investigations and technical skills introduced in ARTS 201 or ARTS 202. Discussion, critical reading, and evaluation of contemporary works are incorporated into the course. Students create advanced works of art that demonstrate a significantly more sophisticated use of both theoretical and technical aspects of digital art.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 201 or ARTS 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 311 - The Arts in Venice during the Golden Age (Venice Study Group) (AH)**

The republic of Venice offers a special opportunity to study the interaction of the various fine arts that flowered simultaneously at the peak of one of Europe's greatest cultural centers. The course examines artistic achievements of the Renaissance and early Baroque ages (ca. 1400-1700), chiefly in architecture and music. Students make frequent excursions to exemplary churches and palazzi, may attend local concerts, and learn to sing some Italian Renaissance music. Does not count toward 300-level elective requirement for majors, but may count towards period elective.

**Credits:** 1.00

**Crosslisted:** MUSI 311

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 312 - Advanced Drawing (SA)**

Builds on the fundamental skills and the various approaches to drawing introduced in Drawing I. Assignments will require students to build on prior strengths as well as explore new approaches, both conceptually and technically. This will be accomplished by examining a wide range of artists and approaches to image making. Working at this level presupposes a willingness to work with a series of challenging problems and develop sophisticated, well resolved solutions. The student's cost for the materials is \$150.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 211

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 322 - Advanced Video Art (SA)**

An extension of ARTS 221 and/or ARTS 222. Students are expected to make one or two works of art in video. These individual projects should reflect, upon completion, a level of sophistication that supersedes

the project executed in ARTS 221 and/or ARTS 222. All equipment is provided by the department. All students enrolled in the course are required to attend the Tuesday evening Alternative Cinema series.

**Credits:** 1.00

**Corequisite:** ARTS 322L

**Prerequisites:** ARTS 221

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 322L - Video Art II Required Film Screening**

Required corequisite to ARTS 322.

**Credits:** 0.00

**Corequisite:** ARTS 322

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 332 - Advanced Painting (SA)**

A continuation of ARTS 231 designed for the advanced study of painting. Directed through assigned projects, lectures, and independent studio hours, and supported by individual and group critiques. Directed assignments develop increased technical proficiency and an understanding of formal issues of painting, while research and experimentation in both traditional and nontraditional media aids students in the process of defining a conceptual focus and refining a body of work based on these ideas. The student's cost for materials is \$150-\$300.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 231

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 340 - Contemporary Issues in Native American Art**

Examines the responses of Native American artists and critics to issues that face Native American and First Nations peoples of the United States and Canada today. The course first considers the political, social, and economic milieu in which modern and contemporary indigenous art developed. It evaluates terms such as "traditional" and "contemporary" in discussing indigenous art. The course then focuses on Native artists of the last twenty-five years and the issues addressed in their work.

**Credits:** 1.00

**Crosslisted:** ANTH 340

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 342 - Advanced Photography (SA)**

An intermediate level course in photography that includes lecture-demonstrations, reading, writing, discussions, critiques, studio, field, and lab work. Assignments are structured to reinforce foundations and introduce specialized techniques in image control and manipulation. The course encourages students to use the photographic processes as a means of both investigation and expression. Students learn to integrate a sophisticated conceptual framework with technical skills and a distinct personal vision. The student's cost for materials is \$100–\$400.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ARTS 241 or ARTS 242  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 344 - Hindu Temples: Architecture and Sculpture, Architecture as Sculpture (AH)**

From rock-cut halls carved into cliffs to elaborately ornamented constructions with multiple interior spaces, the buildings that have housed worship of the Goddess Shiva, Vishnu, and other deities of the Hindu pantheon honor the ideals of the divine palace and of the silent caves embedded in a mountain. This course explores what characteristics the wide range of Hindu temples share, how they vary from one region to another, and how they changed from the 3rd century BCE to 12th century CE. What do they share with structures for Buddhist, Jaina, and Muslim worship? How did ritual shape buildings and sculpture, and can we reconstruct ritual from material remains?

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 345 - Exhibiting the New: 1960-2000 (AH)**

With an eye to geopolitics in the art world, students examines key exhibitions that have displayed new artistic practices. They analyze how new art challenged traditional displays of art, breaking away from the famous "white cube" gallery display to transform the exhibition space into a more fluid environment. It shows how contemporary art practices affected art institutions that, in turn, prompted new exhibition formats and institutional discourses.

**Credits:** 1.00  
**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 348 - Modern Art on Display, 1850-1950 (AH)**

Explores the history of group exhibitions of modern art and related debates on the nature of display. Using visual, historical, and theoretical materials to study select case studies from the late 19th to the mid-20th centuries, students will focus on how the history of art display impacts our understanding of modernism today, studying installations of art as creations that manifest ideologies and aesthetics. An important aspect of the course will be thinking about how photography — the primary medium through which we can now know how past exhibitions looked like — operates as a medium of visual representation as well as a force of cultural innovation by circulating modern art. In addition to the study of the history of exhibitions, students will also investigate the changing role of the art critic and the curator. As part of the course, students will study exhibitions on campus, applying to contemporary shows the critical skills learned by studying art displays from the past.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 350 - Art and the Goddess**

Looks at the recent popularity of goddesses and the ancient art that have celebrated the worship of goddesses in various parts of the world. Why are goddesses so popular now and what do they mean to us? What can architecture teach us about what goddesses have meant to other cultures and at other times? Are we now reviving ancient goddesses or are we inventing the pasts we need?

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 355 - Photography and Political Conflict**

Offers a critical and historical examination of the relation between photography and political conflict. Considering some key international photographic experiments in the context of the social, cultural, and political upheavals of their time, key to the course will be the broader question of how modern visual culture transformed in reaction and response to political change. Among the topics covered will be the history of photography in relation to colonialism, issues of photographic display and exhibitions, and notions of the documentary and the fictional in contemporary photography. Students will develop visual literacy, and become familiar with the complex relations between photography and its context through discussion and analysis of key artistic and photographic movements, practitioners, and techniques.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 357 - Storytelling Without Word**

Explores a wide range of ways in which sculpture can tell stories without using words – as one moment or many, with single or repeated figures moving through the imagined space of a relief or the actual space of the viewer, leading visitors around and through buildings, teaching and confounding, enlightening and transforming. Starting with sculptures from India/South Asia on Buddhist stupas and Hindu temples, the course will branch out to consider paintings from the *Tale of Genji* from Japan, sculptural reliefs on Trajan's Column from ancient Rome, and other visual narratives around the globe.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 360 - Borderlands (AH)**

Examines the form and transmission of art and architecture in the eastern and southeastern borderlands of Europe from the 15th through the early 19th centuries. By focusing on early modern "cultural fault lines" students study the ways in which traditions and identities particular to the area shaped visual expression and the built environment. Draws on examples chiefly from within the former Polish-Lithuanian Commonwealth, the Kingdom of Bohemia, the Kingdom of Hungary, the Holy Roman Empire, and the Venetian Republic. Students will consider what is particular about the arts and architecture in the borderlands, and by extension the impact of geography on visual culture.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 364 - Advanced Sculpture (SA)**

As an intermediate-level offering, this course introduces the use of a more advanced range of conceptual and technical tools involved in the making of sculpture. Seminar discussions on selected readings and group and private critiques encourage the student to attain greater independence in the execution of assigned projects. The student's cost for materials is \$175-\$200.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ARTS 263

**Major/Minor Restrictions:** None



**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 372 - Great Cities: Urban Form and Meaning (AH)**

Cities function as series of forms and spaces that direct people's movements and states of mind. Some urban forms arise unplanned, from patterns of usage and individual need. Some are planned to produce specific kinds of impact. Sometimes those plans succeed; always they remain to some degree unfinished. In all cases, the spatial arrangements of cities tell important stories that we cannot help but experience and that we can learn to understand. Each semester focuses on a single city, such as London or Rome.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** At least one Art History course at the 100- or 200-level  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 375 - Advanced Projects in Studio Art (SA)**

Students will develop a distinctive artistic practice and personal voice by building on previous strengths and addressing weaknesses. Conceptual, perceptual, and technical work will be deepened through a series of thematic prompts culminating in an independent project, to be exhibited at the end of the semester. Through encounters with other artists, select readings, research, presentations, writing, and rigorous critiques, students will pioneer a cohesive body of work and situate it within a legacy of arts practice, disciplinary and inter disciplinary dialogues, social issues, and contemporary arts.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ARTS 201 or ARTS 202 or ARTS 211 or ARTS 221 or ARTS 231 or ARTS 241 or ARTS 242 or ARTS 251 or ARTS 263 or ARTS 264 or ARTS 271  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** Studio Arts Emphasis majors must take before the fall of their senior year.  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 381 - Seminar in Art History: Pre-1300 (AH)**

An umbrella course designed to utilize the expertise of the Art History staff and to explore specialized themes as they relate to the art of diverse cultures and geographical areas during the centuries before 1300 CE.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ARTS 382 - Seminar in Art History: 1300-1800 (AH)**

An umbrella course designed to utilize the expertise of the Art History staff and to explore specialized themes as they relate to the art of diverse cultures and geographical areas at any time between 1300 and 1800 CE.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 383 - Seminar in Art History: After 1800 (AH)**

An umbrella course designed to utilize the expertise of the Art History staff and to explore specialized themes as they relate to the art of diverse cultures and, geographical areas during the centuries since 1800 CE.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 406 - Senior Project: Studio Art (SA)**

Students work closely with a faculty member to develop and realize a coherent body of studio work that serves as a capstone for the concentration. It is the culmination of previous coursework that has required conceptualization, an understanding of artistic theoretical frameworks and technical knowledge. Class meetings serve as an opportunity to share ideas and work in progress; regular critiques incorporate the critical language acquired in ARTS 375. Work from the project is shown as part of a senior exhibition at the end of the term. All students with a studio arts emphasis are required to take and complete this course in the fall of the senior year.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** ARTS 375 and (ARTS 240 or ARTS 243 or ARTS 339) or 200-level ARTS course

**Major/Minor Restrictions:** Only Art & Art History Majors and Minors

**Class Restriction:** Only Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 475 - Senior Project: Art History (AH)**

The student works closely with a faculty member to develop and complete a substantive independent research paper. Majors with an art history emphasis are required to take and complete ARTS 475 in the fall of their senior year.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** ARTS 474

**Major/Minor Restrictions:** Only Art & Art History Majors and Minors

**Class Restriction:** Only Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ARTS 499 - Advanced Studies for Honors**

For students pursuing honors in Art History. Normally taken as an independent study with the faculty member whose expertise most closely matches the area of the student's project.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **AHUM 220 - Literatures of Oppression**

This survey course provides an overview of the literary expressions of oppression in the West, from antiquity to the present and covering various events within history such as manifestations of ethnocentrism in classical antiquity; the philosophy of domination and social inequality; the era of discovery, conquest, and colonization; the Women's Movement; American slavery; the Holocaust; and the Gay Rights Movement. As students analyze the literary works of people writing within these social and cultural contexts and shifting political views, they are forced to question the nature of oppression. Who does the oppressing? Who are the oppressed? What is the nature of such a relationship? What are the structures of oppression? How does the voice of the oppressed find expression in the language and literary constructs of the dominant culture? What narrative techniques and strategies are employed by oppressors and oppressed in the quest for self-representation? This course allows students to explore the themes of power, self-representation, and language, while developing some important critical reading and analytical writing skills.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** HUMN 220

### **AHUM 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **AHUM 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **AHUM 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

## **LCTL 191 - Less Commonly Taught Languages**

Part of Colgate's Less Commonly Taught Languages Program (for further description of LCTL see the program description).

**Credits:** 0.50  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

## **ASIA 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

## **ASIA 313 - Environmental Problems and Environmental Activism in the People's Republic of China**

Explores China's complex environmental issues, their historical roots, and social implications. It also examines the rise of environmental social activism in China. The course will utilize pedagogical methods from InterGroup Relations (IGR) to provide students with the intellectual tools to analyze issues of power, privilege, and identity and by extension, their own position in the world in relation to these environmental issues. This course is linked to an extended study to China. Students will travel to the People's Republic of China, where they will examine sites of environmental problems, but also meet activists and see their work in progress. The trip will also bring to the forefront some of the issues of power, privilege, and race issues that were discussed in the course.

**Credits:** 1.00  
**Crosslisted:** ENST 313 & SOCI 313  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ASIA 313E - Environmental Problems and Environmental Activism in the People's Republic of China (Extended Study)**

This extended study is linked to the on-campus course ASIA 313. Students will travel to the People's Republic of China, where they will examine sites of environmental problems, but also meet activists and see their work in progress. The trip will also bring to the forefront some of the issues of power, privilege, and race issues that were discussed in the course.

**Credits:** 0.50  
**Crosslisted:** ENST 313E & SOCI 313E  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ASIA 313L - Environmental Problems and Environmental Activism in the People's Republic of China Lab**

Examines the rise of environmental social activism in China; the historical, political, cultural, and economic roots of China's current environmental problems, including deforestation, air pollution, water pollution, and species loss. Students learn theories of environmental justice and explore the rise of environmental activism in the PRC. The course will utilize pedagogical methods from InterGroup Dialogue (IGD) to provide students with the intellectual tools to analyze issues of power, privilege, and identity and by extension, their own position in the world in relation to these environmental issues.

**Credits:** 1.00  
**Crosslisted:** ENST 313L & SOCI 313L  
**Corequisite:** ASIA 313  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ASIA 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

## **ASIA 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ASIA 499 - Special Studies for Honors**

Students pursuing honors research enroll in this course.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ASTR 101 - Solar System Astronomy**

Deals with the exploration of the solar system through ground-based observations and spacecraft missions. Topics include motions of solar system objects, properties of the solar system, origin and evolution of the solar system, uncovering the nature of objects in our solar system through comparative planetology, detection techniques and characteristics of planets orbiting other stars, and the possibility of life elsewhere in the universe. Evening observing and Ho Tung Visualization Lab sessions supplement lectures.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **ASTR 102 - Stars, Galaxies, and the Universe**

Explores our modern view of the universe. Building on several basic observational techniques and physical principles, students demystify the science of astronomy and illuminate the evidence that establishes our physical understandings of stars and planetary systems, galaxies, and the universe. Students seek evidence-based answers to questions including: Of what stuff are stars made? What powers the Sun and other stars? How do stars and planetary systems form and evolve? Do other Earth-like planets exist? What determines the distribution and nature of galaxies in the universe? How did the universe begin and what is

its future? Ho Tung Visualization Lab and observing sessions supplement lectures.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **ASTR 165 - How Old is the Universe?**

The last 20 years is often characterized as the Golden Age of modern astronomy due to the number of paradigm-shifting discoveries that have revolutionized our vision and understanding of the universe. This course explores several of these ground-breaking discoveries in great detail by focusing on the physical concepts and observations as well as the historical narrative that traces the progression of the scientific endeavor that made these discoveries possible. This course is distinctly different from ASTR 101 and 102, and allows for the interested non-science student to delve more deeply into the many discoveries that lead us to conclude that the universe is 13.77 +/- 0.059 billion years old; a number, by cosmological standards, that is staggeringly precise. No prior course work in physics, astronomy, or mathematics is required for this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **ASTR 210 - Intermediate Astronomy and Astrophysics**

A discussion of the fundamental physical principles of astronomy and astrophysics emphasizing topics of current interest such as stellar structure, evolution, neutron stars, black holes, and the interstellar medium.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** None

**Prerequisites:** (MATH 111 or MATH 161) and PHYS 233 (PHYS 233 may be taken concurrently)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **ASTR 220 - Deciphering the Sky: Practical and Historic Astronomy**

An investigation of the observed motions of the stars, Sun, Moon and planets in the celestial sky. Study of the physical models that explain these motions. The historic and cultural development of our understanding of celestial motions will be considered. Using the planetarium capabilities of the Ho Tung Visualization



Laboratory, observations will be made of the night sky from different locations on Earth over time intervals ranging from minutes to centuries. Basic algebra, trigonometry and graphs will be used to quantify and visualize these motions. Additional outdoor observing sessions will supplement the class instruction.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **ASTR 230 - Astronomy in Culture**

Deals with the development of astronomy and, in a more general sense, with the relationship between the natural world and people in different societies and walks of life. Students examine the role of the sky in shaping religions and political ideologies in various kinds of cultures, among them hunter-gatherers, agrarian societies, and dynasties. Specific goals of the course include 1) gaining familiarization with the sky as seen with the naked eye, 2) understanding how various ways of comprehending the sky shapes a society's world view, and 3) examining where cross-cultural parallels exist by seeking out the similarities and differences between the development of techno-assisted Western science and the so-called "ethno-sciences" in other cultures, both ancient and contemporary. Lectures are accompanied by sessions in the planetarium of the Ho Tung Visualization Lab, as well as out of doors, weather permitting.

**Credits:** 1.00

**Crosslisted:** ANTH 230

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** SOAN 230

## **ASTR 312 - Astronomical Techniques**

A laboratory course introducing students to basic astronomical observations, methods of data acquisition and reduction using the university's 16-inch telescope, CCD electronic camera, and image-processing workstation. Students are instructed in methods of astronomical imaging including detector calibration and atmospheric effects; in fundamentals of photometric reductions, including obtaining a light curve for a selected variable star; and in astronomical spectroscopy and spectral classification.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** ASTR 312L

**Prerequisites:** PHYS 121 or PHYS 232 or ASTR 101 or ASTR 102 or ASTR 210

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **ASTR 312L - Astronomical Techniques Lab**

Required corequisite to ASTR 312.

**Credits:** 0.25

**When Offered:** Fall semester only, in alternate years

**Corequisite:** ASTR 312

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **ASTR 313 - Planetary Science**

Study of the solar system with emphasis on physical processes. Topics include formation of the solar system, planets, moons, asteroids, comets, meteorites, orbital mechanics, tides, atmospheric structure, planetary surfaces and interiors, impact cratering, and rings. Although challenging in breadth, this course is intended to be accessible to juniors and seniors majoring in physics, astronomy-physics, astrophysics, chemistry, or geology.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 111 or MATH 161 or MATH 112 or MATH 162 or MATH 113 or MATH 163 and (PHYS 232 or any two GEOL courses)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **ASTR 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **ASTR 392 - Independent Study - Research**

Opportunity for research-based individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or Astronomy-physics majors or for honors.

**Credits:** variable

**Prerequisites:** PHYS 334

**Major/Minor Restrictions:** None

**Class Restriction:** Only Junior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **ASTR 414 - Astrophysics**

A study of stellar atmospheres and interiors, this course develops a fundamental understanding of stars and their evolution from the application of several basic principles found in atomic physics, electricity and magnetism, Newtonian mechanics, and statistical mechanics. Topics include fusion processes, reaction rates, stellar structure, the formation of spectral lines, opacity and optical depth effects, and radiative processes in the interstellar medium.

**Credits:** 1.00

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** PHYS 334

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **ASTR 416 - Galactic and Extragalactic Astronomy**

Study of the astronomical techniques, methods, and fundamental data relating to the Milky Way Galaxy and objects located outside our galaxy, such as normal galaxies, radio galaxies, and quasars. Topics include galactic stellar populations, large-scale structure and rotation of the galaxy, the structure and content of other galaxies, galaxy classification, clusters of galaxies, active galactic nuclei, quasars, and the large-scale structure of the universe. The physical processes responsible for the radio, infrared, visual, and x-ray radiation from these objects are studied in detail.

**Credits:** 1.00

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** PHYS 233

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **ASTR 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **ASTR 492 - Independent Study - Research**

Opportunity for research-based individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or Astronomy-physics majors or for honors.

**Credits:** variable  
**Prerequisites:** PHYS 334  
**Major/Minor Restrictions:** None  
**Class Restriction:** Only Seniors  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 101 - Topics in Organismal Biology**

Introduces students to the complexities of biodiversity, from the ecosystem to the genetic level. By examining the factors affecting the structure and function of terrestrial, marine, and freshwater communities, students learn about the diversity of organisms in these systems. Students gain an appreciation for the roles of evolutionary and ecological history, as well as modern ecological interactions, in shaping biodiversity across the globe. Students are exposed to the many ways that human activities affect biodiversity.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** First-year students and non-science majors. May be beneficial for entering students who do not have extensive biology background in preparation for enrollment in the foundation courses (BIOL 181 and BIOL 182). Not intended for students who have completed a biology foundation course.  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 102 - Topics in Human Health**

Human beings are composed of nearly 100 trillion cells of over 200 different specialized types. For an individual to remain alive and healthy, these cells must be effectively organized into tissues and organs that perform specific functions. This course examines external and internal factors that influence both normal and abnormal cell, tissue, and organ function, providing students without an extensive science background with exposure to the biology of human health and disease. Course topics include human diet and nutrition and the cell biology of disease. Students examine how biologists address issues relating to health and disease and how our understanding of basic biology contributes to enhancing human health. The course is composed of lectures and discussions, and may include in-class laboratory-based exercises.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Designed for first-year students and non-science majors. May be beneficial for entering students who do not have extensive biology background in preparation for enrollment in the foundation courses (BIOL 181 and BIOL 182). Not intended for students who have completed a biology foundation course.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **BIOL 181 - Evolution, Ecology, and Diversity**

Concentrates on the evolutionary biology of organisms and the ecological processes that influence the distribution and abundance of plants and animals, as well as their interactions. The history of biological diversification (including the origin of life; the evolution of prokaryotes and eukaryotes; and the invasion of land by plants, fungi, and animals) is discussed. In addition, the mechanisms of evolution, including natural selection, adaptation, and extinction, are studied. Topics in population ecology as they relate to evolutionary processes including physiological and behavioral ecology, population growth, and species interactions (e.g., competition, predation, mutualism) are also covered; there is a strong focus on the physical, chemical, and biological factors that affect populations. The course ends with studying ecosystem ecology and the impacts of global warming and anthropogenic impacts on the environment.

**Credits:** 1.00

**Corequisite:** BIOL 181L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 211

## **BIOL 181L - Evolution, Ecology, and Diversity Lab**

Required corequisite to BIOL 181. Projects in the laboratory and field include experiments designed to understand evolutionary principles and to test ecological hypotheses.

**Credits:** 0.25

**Corequisite:** BIOL 181

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 211L

## **BIOL 182 - Molecules, Cells, and Genes**

At the level of molecules and cells, the different forms of life on earth are surprisingly similar. This course introduces aspects of life at the cellular and molecular level that are broadly applicable to all living things. The course begins by examining the basic chemistry of life. Building on this chemical foundation we develop an appreciation for cellular structure, the central role of cellular membranes, cellular energetics, and cell growth and reproduction. Special emphasis is placed on proteins and nucleic acids as the informational macromolecules, and how cells use these molecules to encode and express a genetic program.

Mechanisms of inheritance are examined from both a classical and a modern molecular perspective.

**Credits:** 1.00

**Corequisite:** BIOL 182L

**Prerequisites:** CHEM 101 or CHEM 111

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 212

### **BIOL 182L - Molecules, Cells, and Genes Lab**

Required corequisite to BIOL 182. This laboratory features experimental approaches in both modern cell biology and genetics.

**Credits:** 0.25

**Corequisite:** BIOL 182

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 212L

### **BIOL 201 - Evolution**

Uses the study of evolutionary biology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like in all 200-level courses, students focus on the "process" of exploring biology. Provides for a study of how evolutionary theory illuminates and unifies our vast and growing knowledge of the biological world and affects many aspects of our lives. Emphasis is on the observations and experiments that have led to our current understanding of evolutionary processes and on the dynamic nature of evolutionary research.

**Credits:** 1.00

**Corequisite:** BIOL 201L

**Prerequisites:** (BIOL 181 or BIOL 211) and (BIOL 182 or BIOL 212)

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 201L - Evolution Lab**

Required corequisite to BIOL 201. The laboratory includes investigative experiments that familiarize students with the approaches used to address questions in evolutionary biology.

**Credits:** 0.25

**Corequisite:** BIOL 201

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 202 - Genetics**

Uses the study of genetics to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like in all 200-level courses, students focus on the "process" of exploring biology. Provides students with a firm foundation in classical, quantitative and molecular genetics and covers topics in population genetics. Emphasis is on understanding how organisms encode, regulate, and inherit their genomes; current genetic applications; and the social and ethical issues that result from these technologies.

**Credits:** 1.00  
**Corequisite:** BIOL 202L  
**Prerequisites:** (BIOL 181 or BIOL 211) and (BIOL 182 or BIOL 212)  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 202L - Genetics Lab**

Required corequisite to BIOL 202. The laboratory includes investigative experiments that familiarize students with the classical techniques used to address questions in genetics.

**Credits:** 0.25  
**Corequisite:** BIOL 202  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 203 - Ecology**

Uses the study of ecology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like in all 200-level courses, students focus on the "process" of exploring biology. Emphasizes the quantitative aspects of ecology by exploring concepts of population and community ecology including competition and predation, the use of diversity and community similarity indices, population regulation models, island biogeography, food web analysis, and community and ecosystem-level processes. In addition to textbook readings, students also read papers from the primary literature on topics covered in class.

**Credits:** 1.00  
**Corequisite:** BIOL 203L  
**Prerequisites:** (BIOL 181 or BIOL 211) and (BIOL 182 or BIOL 212)  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 203L - Ecology Lab**

Required corequisite to BIOL 203. The laboratory includes field trips to examine terrestrial and aquatic communities, exposing students to field methods that quantitatively measure population and community parameters.

**Credits:** 0.25

**Corequisite:** BIOL 203

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 204 - Molecular Biology**

Uses the study of molecular biology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like in all 200-level courses, students focus on the "process" of exploring biology. Provides for a study of biological processes at the molecular level, including transcription, RNA processing, translation, DNA replication and recombination. Emphasis is on understanding the experiments that have led to our current knowledge of molecular processes and, in particular, the means by which these processes are regulated.

**Credits:** 1.00

**Corequisite:** BIOL 204L

**Prerequisites:** (BIOL 181 or BIOL 211) and (BIOL 182 or BIOL 212)

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 204L - Molecular Biology Lab**

Required corequisite to BIOL 204. The laboratory includes investigative experiments that familiarize students with the molecular techniques used to analyze problems in molecular biology.

**Credits:** 0.25

**Corequisite:** BIOL 204

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 205 - Cell Biology**



Cells are the basic units of life. This course uses the study of cell biology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like all 200-level courses, this course focuses on the "process" of exploring biology. Course topics include regulation of the cell cycle and cell division, cell structure and motility, inter- and intracellular communication, and organelle structure and function. Students learn how to critically read and evaluate primary journal articles and will integrate content from the course and published literature into multi-week, lab-based investigative research projects.

**Credits:** 1.00

**Corequisite:** BIOL 205L

**Prerequisites:** (BIOL 181 or BIOL 211) and (BIOL 182 or BIOL 212)

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 205L - Cell Biology Lab**

Required corequisite to BIOL 205.

**Credits:** 0.25

**Corequisite:** BIOL 205

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 206 - Organismal Biology**

Organismal biology is the study of how structure and function of individual organisms shape ecology, evolution, and biological diversity. This course uses the study of organismal biology to explore the collaborative process of scientific research, the critical reading of primary literature, the design and implementation of experimental studies, quantitative skills, and the interpretation and communication of research results. Like all 200-level courses, BIOL 206 focuses on the "process" of exploring biology. Students focus on physiological and ecological problems that arise as organisms interact with their environment, and examine these interactions between and within major groups of organisms.

**Credits:** 1.00

**Corequisite:** BIOL 206L

**Prerequisites:** (BIOL 181 or BIOL 211) and (BIOL 182 or BIOL 212)

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 206L - Organismal Biology Lab**

Required corequisite to BIOL 206. Includes field trips to terrestrial and aquatic environments that expose students to local diversity and to techniques frequently used in the field.

**Credits:** 0.25  
**Corequisite:** BIOL 206  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 301 - Parasitology**

Introduces students to the range of eukaryotic organisms that cause parasitic diseases in humans. The focus is on globally important helminths, protozoans, and arthropods. The latter will be covered as both agents and vectors of human parasitic diseases. Topics covered include the biology, geographical distribution, sources of infections, life cycles, route(s) of transmission, clinical disease, and control/preventive measures. The basic principles of laboratory diagnosis and treatment of parasitic diseases are included in the course to enhance the practical parasitology knowledge of the students. The course includes reading of the primary literature, and requires oral and written critical analysis of the literature.

**Credits:** 1.00  
**Corequisite:** BIOL 301L  
**Prerequisites:** (BIOL 181 or BIOL 211) and (BIOL 182 or BIOL 212)  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 301L - Parasitology Lab**

Parasitology labs will provide to students with an opportunity to identify and study the various developmental stages of common parasites of the human. Labs will focus on examining preserved specimens and prepared slides. Required corequisite to BIOL 301.

**Credits:** 0.25  
**Corequisite:** BIOL 301  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None

**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **BIOL 302 - Systems Biology**

Systems biology is an emerging interdisciplinary field that focuses on system level understanding of complex interactions of biological processes using quantitative approaches. The course focuses on the applications of mathematical techniques such as differential equations, network structure measures, machine learning and modeling (e.g., Boolean and stochastic modeling) to the study of gene regulation, synthetic gene circuits, small- and large-scale biological networks, and signal transduction pathways. Students also learn how to use computer software that is designed for biological data analysis such as GenePattern and COPASI.

**Credits:** 1.00  
**Crosslisted:** MATH 302  
**Corequisite:** None  
**Prerequisites:** (MATH 111 or MATH 161 or MATH 112 or MATH 162) and (BIOL 182 or MATH 113 or MATH 163 or PHYS 204 or COSC 101 or BIOL 212)  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 303 - Australia Biogeography and Biodiversity (Study Group)**

About the making of modern Australia. Australia has, arguably, one of the most distinctive biotas on Earth. Indeed, every American school child knows many species endemic to Australia. Outlines the various historical processes - including dispersal, adaptive radiation, and human hunting - that have shaped life in Australia and on nearby islands. Begins in ancient Gondwana and ends with modern efforts to conserve Australia's native plants and animals. Some attention is paid to the relationship between people, both aboriginal and those of European descent, and nature in Australia. Includes several required field trips in New South Wales.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 304 - Invertebrate Zoology**

Covers the biology of the major animal groups. Attention is given to the phylogenetic history, functional morphology, development, physiology, medical importance, and ecology of representative invertebrates.

**Credits:** 1.00  
**Corequisite:** BIOL 304L  
**Prerequisites:** BIOL 181 or BIOL 211  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None  
**Formerly:** BIOL 254

### **BIOL 304L - Invertebrate Zoology Lab**

Required corequisite to BIOL 304. Laboratories include field collections of freshwater and terrestrial invertebrates, as well as the study of major groups of marine invertebrates.

**Credits:** 0.25  
**Corequisite:** BIOL 304  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** BIOL 254L

### **BIOL 305 - Vertebrate Zoology**

Has an evolutionary theme and investigates the diversity of vertebrate animal life. Emphasis is on evolutionary origins and phylogenetic relationships, basic structure and function, development and reproduction, behavior, zoogeography, and interrelationships with the environment.

**Credits:** 1.00  
**Corequisite:** BIOL 305L  
**Prerequisites:** BIOL 181 or BIOL 211  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** BIOL 255

### **BIOL 305L - Vertebrate Zoology Lab**

Students examine the morphology of selected vertebrates with dissection of preserved materials and also includes study of vertebrate natural history of local species in the field.

**Credits:** 0.25  
**Corequisite:** BIOL 305  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** BIOL 255L

### **BIOL 306 - Medical and Forensic Botany**

The great majority of people understand that plants are fundamental to life: they produce life sustaining oxygen, cleanse the air of carbon dioxide, provide material for construction, and more. Yet few people appreciate that modern medicine has its roots in the chemistry of plants. From headaches and malaria to

AIDS and hypertension, most modern drug treatments originated from plant extracts. Even in the modern world of sophisticated synthetic chemistry, 25 percent of all prescriptions contain plant extracts or active principles prepared from plants. More than providing pain relief and disease cures, the search of effective medical botany has shaped cultures, created fierce wars, and contributed to the modern issues of bio-prospecting, drug wars, and crime scene investigation. This course delves into issues of medical and forensic botany from multiple perspectives. Students develop a greater understanding of basic plant biology and phytochemistry, and learn how many cultures have utilized plants for curative and destructive means. Students also examine how plant-derived drugs have disrupted both ancient and modern cultures, and have shaped the scientific method and modern drug creation. Finally, the class examines how plants play significant roles in early and modern forensics by focusing on major cases whose decisions have hinged on plant evidence.

**Credits:** 1.00

**Corequisite:** BIOL 306L

**Prerequisites:** BIOL 181 or BIOL 211

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 230

## **BIOL 306L - Medical and Forensic Botany Lab**

Required corequisite to BIOL 306.

**Credits:** 0.25

**Corequisite:** BIOL 306

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

**Formerly:** BIOL 230L

## **BIOL 310 - Epidemiology**

Provides an introduction to epidemiology, the basic science of public health. Epidemiology provides a systematic approach for acquiring and evaluating information on the distribution and causes of disease and other health outcomes in populations. Topics include the history of epidemiology, an overview of epidemiologic methods (e.g., study design, measures of disease distribution and association, interpretation), and the application of epidemiologic research to the development and evaluation of disease prevention and control strategies. Current or historically relevant infectious and chronic diseases are explored through lectures, interactive exercises, and independent assignments.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **BIOL 311 - Comparative Physiology**

All animals are faced with similar fundamental problems, namely, acquiring and using energy, exchanging nutrients and wastes with the environment, balancing water and electrolytes, and reproducing. This course is about how animals address these problems in the context of the varied (and sometimes extreme) environments in which they live. With evolution as a unifying theme, both the general principles of animal function (the similarities among different animals) and the exceptions to the general rules are investigated. Topics include size and scaling, energy metabolism, temperature tolerance and regulation, gas exchange, water and osmotic regulation, respiration and circulation, excitable tissue, and global climate change physiology. General principles of animal physiology are also explored using examples of animals that live in extreme environments. When offered, BIOL 311L is a required corequisite.

**Credits:** 1.00

**Corequisite:** BIOL 311L

**Prerequisites:** (BIOL 182 or BIOL 212)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **BIOL 311L - Comparative Physiology Lab**

Required corequisite to BIOL 311. This laboratory involves hypothesis-guided experimentation with quantitative analysis of data.

**Credits:** 0.25

**Corequisite:** BIOL 311

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **BIOL 313 - Microbiology**

Microbiology is an incredibly broad field that involves the study of organisms that cannot be seen without the aid of a microscope. Despite their small size, microbes are critical components of our bodies and ecosystems. This course examines the diversity of microbes in nature and their importance in human affairs from disease to agriculture. It also examines the characteristics of individual microorganisms that enable them to inhabit particular environments. Topics include microbial cell biology, genetics, metabolism, ecology and pathogenesis.

**Credits:** 1.00

**Corequisite:** BIOL 313L

**Prerequisites:** BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 333

### **BIOL 313L - Microbiology Lab**

Required corequisite to BIOL 313. Projects in the laboratory include identification of microbes and experiments aimed at understanding their growth, physiology, and genetics.

**Credits:** 0.25

**Corequisite:** BIOL 313

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 333L

### **BIOL 315 - Biology of Plants**

The course material covers organisms in three kingdoms: Protista, Fungi, and Plantae. Topics include cell structure, reproduction, transport, and metabolism. There is an emphasis on photosynthesis, diversity, and evolution in fungi, protists, and land plants. Features of seed plant morphology, anatomy, translocation of water and minerals, gas exchange, and reproduction are discussed.

**Credits:** 1.00

**Corequisite:** BIOL 315L

**Prerequisites:** BIOL 181 or BIOL 211

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 215

### **BIOL 315L - Biology of Plants Lab**

Required corequisite to BIOL 315.

**Credits:** 0.25

**Corequisite:** BIOL 315

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 215L

### **BIOL 316 - Bioinformatics**

Recent developments in biological data collection have led to the creation of large-scale experimental data sets of DNA and protein sequences and structures of biological molecules. These data are available for public use from an array of databases, and their analysis is intriguing. This course provides an introduction to the use of computational methods and tools to extract useful information from these large datasets, and focuses on interpreting this expanding biological information. Students discuss the basics of bioinformatics and focus on the identification and characterization of functional elements from protein and DNA sequences.

Students also learn to use public databases and web-based sequence analysis tools, focusing primarily on human genome data.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 225

## **BIOL 318 - Human Physiology**

Examines the relationship between structure and function in the vertebrate body, starting at the level of molecules and cells, and moving through tissues, organs, and organ systems. Major topics include the endocrine, nervous, and cardiovascular systems; digestive physiology; and water, salt, pH balance in the body and the effects of global climate change on vertebrate physiology.

**Credits:** 1.00

**Corequisite:** BIOL 318L

**Prerequisites:** BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 381

## **BIOL 318L - Human Physiology Lab**

Required corequisite to BIOL 318. Includes hypothesis-guided experiments with quantitative analysis of data.

**Credits:** 0.25

**Corequisite:** BIOL 318

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 381L

## **BIOL 320 - Biostatistics**

Explores issues of experimental design, data collection, parameter estimation, and hypothesis testing as they apply to the life sciences. Topics include samples and populations, tests for goodness of fit, hypotheses about samples drawn from normally distributed populations, the binomial and Poisson distributions, analysis of variance, correlation analysis, linear regression, non-parametric tests, and power analysis. Students learn computer software applications for the analysis and graphing of data. Course material is beneficial to students planning to do research.

**Credits:** 1.00



**Corequisite:** BIOL 320L

**Prerequisites:** (BIOL 181 or BIOL 211) or (BIOL 182 or BIOL 212)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** The course should count as one of the two courses required in mathematics for students interested in the health science professions or graduate school in the sciences.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 220

### **BIOL 320L - Biostatistics Lab**

Required corequisite to BIOL 320. Students apply principles learned in lecture using computer software in realistic situations.

**Credits:** 0.25

**Corequisite:** BIOL 320

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 220L

### **BIOL 328 - Field Ecology**

Examines the role of plants in the ecological world by studying the biological and historical factors affecting the structure of plant communities, with an emphasis on field and lab work. The topic is approached by viewing plants as individuals, members of populations, communities, and as key integrators of ecosystems. The course examines individual plants from a functional perspective by relating morphological and physiological traits with biological and biochemical processes, to understand spatiotemporal patterns of plant distribution in their natural environments. Beyond the individual, the course explores population and community dynamics and combines this knowledge to understand better the organization of plant communities and the roles they play in ecosystems.

**Credits:** 1.00

**Corequisite:** BIOL 328L

**Prerequisites:** BIOL 181

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 403

### **BIOL 328L - Field Ecology Laboratory**

Required corequisite to BIOL 328.

**Credits:** 0.25

**Corequisite:** BIOL 328

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** BIOL 403L

### **BIOL 330 - Conservation Biology**

The widespread loss of species and concerns over how to maintain maximum genetic variability in populations are at the heart of this course. Topics include biological diversity, its measurement, and differences in diversity among habitats. The course also considers threats to biological diversity such as habitat loss, exotic species introductions, pollution, and catastrophic events. This information is used to consider various conservation strategies and sustainable development. Students take a global perspective in this course and consider how globalization affects biodiversity directly and indirectly.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 332 - Tropical Ecology**

Addresses tropical ecology starting with the discoveries and theories of early explorers to modern theories of biogeography of species richness. Students also learn about the human impacts on tropical diversity and the sustainability of tropical ecosystems. Students use seminal papers as readings and discuss questions that are still debated by tropical ecologists: Why are the tropics so diverse? How is this diversity maintained? How do communities respond to disturbance? And how does global warming affect communities and species richness? Students design experiments and write proposals on field projects that are executed during the extended study portion of the course.

**Credits:** 1.00  
**Corequisite:** BIOL 332E  
**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 332E - Tropical Ecology (Extended Study)**

A three-week trip to Costa Rica, Central America, where students visit tropical lowland rainforest, montane cloud forest, and lowland dry forest, and visit a mangrove swamp, secondary forest, and high elevation tropical bog. In each study site students conduct the research studies proposed and decided on during the lecture course. The extended study includes rigorous field work, individual and group projects, research reports, and presentations--all with the backdrop of the forest.

**Credits:** 0.50  
**Corequisite:** BIOL 332  
**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206  
**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **BIOL 335 - Limnology**

Introduction to freshwater ecology, including the study of the effects of physical, chemical, and geographical factors on the structure and function of freshwater lakes and streams. The effects of human activities on water quality are also examined. There are field trips to local lakes and streams.

**Credits:** 1.00  
**Corequisite:** BIOL 335L  
**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 335L - Limnology Lab**

Required corequisite to BIOL 335. Laboratories develop skills in water chemistry; sampling, identification, and quantification of algae, aquatic plants, and animals; and the quantitative presentation of data.

**Credits:** 0.25  
**Corequisite:** BIOL 335  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 336 - Advanced Ecology**

Emphasizes the quantitative aspects of ecology by exploring mathematical models of competition and predation, the use of diversity and community similarity indices, population regulation models, island biogeography, key factor analysis, food web analysis, and examining community and ecosystem level processes.

**Credits:** 1.00  
**Corequisite:** BIOL 336L  
**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 336L - Advanced Ecology Lab**

Required corequisite to BIOL 336. This laboratory includes field trips to examine terrestrial and aquatic communities exposing students early in the semester to field methods; for the remainder of the semester, students design and conduct a small research project.

**Credits:** 0.25

**Corequisite:** BIOL 336

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 337 - Cancer Biology**

Provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Focuses on understanding how changes in the normal growth and division processes lead to human cancer. Highlights multiple areas of cancer biology including the nature of cancer, signals in tumor cells, oncogenes, tumor suppressors, cancer-causing viruses, unregulated cell proliferation, DNA damage, epigenetics, apoptosis, angiogenesis, metastasis, and current therapeutic approaches to cancer treatment.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 340 - Marine Biology**

Provides students with a comprehensive analysis of marine ecological processes and in-depth examination of the biology of marine organisms. Broad ecological concepts are emphasized in a survey of marine habitats ranging from the intertidal rocky shore to deep sea hydrothermal vents. The diversity of marine organisms is considered in the context of their physical and chemical environments, and their interspecific interactions. In addition, students deliberate on specific ways in which humans impact the marine environment.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206 or GEOL 135

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 341 - Animal Behavior**

Explores behavior patterns of both invertebrate and vertebrates with emphasis upon their ontogeny, evolution, and adaptive significance. Lecture topics include social organization, communication, territoriality, and mating systems. Laboratory exercises include observational and experimental studies of the behavior of diverse species.

**Credits:** 1.00

**Corequisite:** BIOL 341L

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 341E - Cognition, Behavior and Conservation of Marine Mammals (Extended Study)**

This extended study course to the Florida Keys focuses on current theories, research, and methods in behavioral and cognitive studies of marine mammals, with an emphasis on bottle-nosed dolphins. Because animal behavioral research and conservation are intimately linked, the course also considers conservation issues relevant to marine organisms and their environment. The course includes hands-on and interactive experiences with the resident pod of dolphins at the Dolphin Research Center, as well as classroom seminars and workshops, live marine mammal demonstrations and observations, and discussions with expert trainers, researchers, and educators.

**Credits:** 0.50  
**Corequisite:** None  
**Prerequisites:** BIOL 341 or NEUR 385 or BIOL 385 or PSYC 385  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **BIOL 341L - Animal Behavior Lab**

Required corequisite to BIOL 341.

**Credits:** 0.25  
**Corequisite:** BIOL 341  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 350 - Biophysics**

An introduction to biological physics including a survey of topics such as diffusion, Brownian motion, non-Newtonian fluids, self-assembly, cooperativity, bioenergetics, and nerve impulses, as well as experimental techniques and analytical approaches. Students first develop the interdisciplinary knowledge needed to address biophysical questions. The course then focuses on the reading, presentation, and critique of current biophysics research literature. Although challenging in its breadth, this course is intended to be accessible to juniors and seniors majoring in physics, chemistry, or biology.

**Credits:** 1.00  
**Crosslisted:** PHYS 350  
**When Offered:** Spring semester only, in alternate years

**Corequisite:** None  
**Prerequisites:** MATH 111 or MATH 161

**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year, Sophomore  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 351 - Topics in Advanced Cellular Physiology**

Cellular function is examined at the molecular and biochemical level. This course addresses features of the intracellular milieu and the mechanisms by which cells regulate and maintain that milieu in a changing environment. The course addresses the important historical experiments leading to current understanding, as well as the techniques used in the study of cell physiology.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 354 - Evolutionary Biology**

Evolutionary biology is a dynamic, interdisciplinary field that influences the way we think about topics as diverse as conservation biology, epidemiology, paleontology, population genetics, adaptive radiations, the evolution of developmental mechanisms, inter-specific competition, and human behavior. The material covered in this course is motivated by the types of questions evolutionary biologists ask about these and other subjects. Emphasis is on the formulation of these questions, the generation of hypotheses, and the testing of predictions. Using primary literature, students critique experiments designed to test competing hypotheses; they also provide informed suggestions for future directions of research through a peer-reviewed research proposal.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** BIOL 454

### **BIOL 355 - Advanced Topics in Organismal Biology**

Over the past few decades there has been increasing focus on multicellular organisms at the level of expression of genomes and interactions within and among cells. Recent advances in integration of scientific perspectives from across disciplines are leading to a renewed holistic approach to the study of organismal biology. In this course, the roles of organisms in environments, their functional and behavioral diversity, their evolutionary history, and their representation of physical and living systems are explored through historical and recent literature, case studies, and consideration of how the current growth in integrative science influences our understanding of organismal ecology and evolution. Different groups of organisms are used to illustrate the history, current state of understanding, and emerging principles in the study of whole organisms.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **BIOL 356 - Developmental Biology**

Examines fundamental processes in animal and plant development, including fertilization, the establishment of embryonic polarity, the determination of cell fate in the early embryo, and the mechanisms by which cells generate the specific organizational pattern of a developing embryo. Additionally, potential medical applications resulting from the study of developmental biology are considered. Emphasis is on understanding experimental systems (including sea urchins, fruit flies, frogs, and mice) and approaches (molecular genetics, biochemistry, and classical embryonic manipulations).

**Credits:** 1.00

**Corequisite:** BIOL 356L

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 324

## **BIOL 356L - Developmental Biology Lab**

Required corequisite to BIOL 356.

**Credits:** 0.25

**Corequisite:** BIOL 356

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 324L

## **BIOL 357 - Plant Evolution**

Provides an understanding of the diverse groups of vascular plants, which are commonly known as the "higher plants" and are the dominant plants in the world today. Course topics focus on the major groups of extant vascular plants and investigate, from an evolutionary perspective, the morphologies, life cycles, reproductive structures and strategies, identification, classification, and economic importance of these groups. Students lead class critiques of the literature and perform an independent research project as part of the course.

**Credits:** 1.00

**Corequisite:** BIOL 357L

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** BIOL 325

### **BIOL 357L - Plant Evolution Lab**

Required corequisite to BIOL 357. Laboratory sessions provide hands-on experience in analyzing plant structures, using identification keys, and working with herbarium specimens.

**Credits:** 0.25  
**Corequisite:** BIOL 357  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** BIOL 325L

### **BIOL 359 - Ecosystem Ecology**

Ecosystem ecology is the study of both the organisms (biotic) and the environment (abiotic) as an integrated system and the processes that link them: energy transformations and biogeochemical cycling. Emphasizing plant systems, the course introduces students to fundamental ecosystem processes such as primary productivity, decomposition, nutrient cycling, plant-soil interactions, and energy balance. Students also study the major element cycles (carbon, nitrogen, phosphorus) and how these vary among ecosystems as different as the arctic tundra and tropical rainforest. An important theme of the course is the relationship between ecosystem processes and pressing global environmental issues such as global warming, biodiversity loss, and rising carbon dioxide levels.

**Credits:** 1.00  
**Corequisite:** BIOL 359L  
**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** BIOL 329

### **BIOL 359L - Ecosystem Ecology Lab**

Required corequisite to BIOL 359.

**Credits:** 0.25  
**Corequisite:** BIOL 359  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** BIOL 329L



## **BIOL 361 - Biochemistry of Gene Expression**

Provides students with an in-depth study of biological processes at the molecular level, focusing on topics such as the regulation of transcription, RNA processing, translation, DNA replication and recombination. Emphasis is on critical reading of the scientific literature and examining current experiments that lead us to our understanding of molecular processes.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206. Biochemistry majors require only BIOL 182 and should contact the instructor before registration.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 321, BIOL 322

## **BIOL 364 - Population Biology**

Covers current issues in population biology, and draws from the fields of population genetics, evolutionary ecology, community ecology, and biogeography. Students learn the tools of evolutionary genetics, and read original literature for class discussion. Specific course topics include an in-depth study of population and quantitative genetics as well as special investigations of the evolution of parasite virulence, the maintenance of sexual reproduction, the evolution of cooperative behavior, and the evolution of senescence. Students are required to lead class critiques of the literature, and perform an independent research project as an integral part of the course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **BIOL 364L - Population Biology Lab**

Required corequisite to BIOL 364.

**Credits:** 0.25

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **BIOL 371 - Molecular Ecology**

Explores the fundamentals of population biology, the molecular methods used to measure critical parameters, and the application of these concepts and techniques to current problems in ecology and

evolution. Using detailed case studies from organisms as diverse as dolphins, birds, ants, and humans, students discuss the mechanisms driving ecological and evolutionary patterns. The case studies have been selected to demonstrate the variety of techniques involved in current molecular ecology research from observational studies to gene expression studies.

**Credits:** 1.00

**Corequisite:** BIOL 371L

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 371L - Molecular Ecology Lab**

Required corequisite to BIOL 371. This laboratory introduces students to the basic methodology involved with molecular ecology research, from field collection to experimental hypothesis testing in the laboratory.

**Credits:** 0.25

**Corequisite:** BIOL 371

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 373 - Virology**

Viruses infect every organism and are a fundamental driver of biologic processes. This course is an in-depth examination of the biology of viruses, focused on general virus replication strategies; specific viruses and their impacts on human health; and specialized topics in virology, including cancer virology, vaccines, and the use of viral vectors in biotechnology. Critical reading of the primary virological literature is an important element of the course.

**Credits:** 1.00

**Corequisite:** BIOL 373L

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 373L - Virology Lab**

Required corequisite to BIOL 373. This laboratory introduces students to basic methodology involved in virology research while conducting novel experiments to investigate virus-cell interactions.

**Credits:** 0.25

**Corequisite:** BIOL 373

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 374 - Immunology**

Provides an investigation of the molecular and cellular components of the vertebrate immune system, emphasizing human immunology. Investigates the general principles that govern different components of the immune system and integrates those principles to develop a broad understanding of immune function. Topics include the generation of immunologic memory, consequences of immune system malfunction, manipulation of the immune system to positively impact human health, and methods that facilitate investigation of new questions about immune system function.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 375 - Advanced Genetics**

Provides students an in-depth study of modern genetics, focusing on topics that may include quantitative genetics, molecular genetics, medical genetics, conservation genetics or the applications of technology in genetics. Emphasis is on critical reading of the scientific literature and examining current experiments that lead us to our understanding of these topics. When offered, BIOL 375L is a required corequisite.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 375L - Advanced Genetics Lab**

Required corequisite to BIOL 375. This laboratory is a semester-long investigative project in which students have some responsibility for experimental design.

**Credits:** 0.25

**Corequisite:** BIOL 375

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 384 - Fundamentals of Neurophysiology**

This seminar and laboratory course examines the physiology of the nervous system. Topics include ion channel structure and function, synaptic transmission, second messenger systems, neuromodulation, the neurophysiological basis of behavior in "simple" animals, the evolution of neural circuits, the cellular basis of learning and memory, and the cellular basis of selected human nervous system diseases.

**Credits:** 1.00

**Crosslisted:** NEUR 384 & PSYC 384

**Corequisite:** None

**Prerequisites:** NEUR 170 or PSYC 170 or PSYC 275 or BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 385 - Neuroethology**

Neuroethology is a sub-field of neuroscience focused on the study of the neural basis of natural behavior. Many types of behavior and a wide array of animals are studied, and the approach is often comparative and evolutionary. Students delve into the neuroethological literature, examining the neural basis of animal communication, navigation, movement, sensory processing, feeding, aggression, and learning.

**Credits:** 1.00

**Crosslisted:** NEUR 385 & PSYC 385

**Corequisite:** BIOL 385L

**Prerequisites:** NEUR 170 or PSYC 170 or PSYC 275 or BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** PSYC 309 or BIOL 320 (formerly BIOL 220) is recommended.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 385L - Neuroethology Lab**

Required corequisite to BIOL 385. Laboratory exercises teach methods of behavioral analysis and electrophysiological recording techniques.

**Credits:** 0.25

**Corequisite:** BIOL 385

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 389 - Molecular Neurobiology**

Examines the cell biology behind the functioning of the nervous system. Students explore how cells make fate decisions during neural development, how neurons elaborate the complex structures they take on, how they form and refine specific connections, and how these together allow the precise transmissions of complex signals. Students also examine the molecular pathways by which sensory systems transduce physical stimuli into electrochemical signals and integrate that information into the nervous system.

**Credits:** 1.00  
**Crosslisted:** NEUR 389  
**Corequisite:** None  
**Prerequisites:** BIOL 182 or BIOL 212  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 392 - Topics in Molecular Biosciences (NIH Study Group)**

This classroom-based course will meet one day weekly. Students will take turns leading a discussion summarizing the primary literature relating to each individual's research project. Each student will also be required to write a summary of the literature presented by the other students in the course. Students will be evaluated on the basis of their oral presentation, weekly summaries, and class participation.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **BIOL 393 - Study Group Research (NIH Study group)**

Together, this course and BIOL 493 comprise the research component of the study group experience at the National Institutes of Health (NIH). Students choose a research lab at the NIH and spend a minimum of 30 hours each week engaged in a research project under the direction of an NIH researcher. Projects are meaningful and authentic, pushing the frontier of science in some area of biomedical science.

**Credits:** 1.00  
**Corequisite:** BIOL 493  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **BIOL 405 - Advanced Cell Biology**

Every living organism is comprised of one or more cells. This course examines how cells grow, reproduce, and maintain themselves, and how cellular activities contribute to the organization and maintenance of multicellular organisms. Course topics include investigating the function of specific organelles and the cytoskeleton, intracellular protein transport, mechanisms of cell cycle regulation and programmed cell death, and cell-cell interactions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 326

## **BIOL 407 - Biology of Stem Cells**

Multi-cellular plants and animals develop from totipotent stem cells that are capable of making every cell type within the organism and also preserving the information needed to make additional generations. In addition, stem cells within the body contribute cells to organs throughout life and can in many cases regenerate large amounts of tissue following damage. This course examines the biology behind stem cells, both embryonic and adult cells in plants and animals, focusing on the genes and pathways that make stem cells unique in their proliferative and differentiating capacity. Additionally, this course explores the basis for regeneration, including both stem cells and cellular dedifferentiation, and examines what may limit regeneration in certain systems where it does not occur. It also explores what happens when tight control over cell proliferation and differentiation is disrupted, leading to cancer.

**Credits:** 1.00

**Corequisite:** BIOL 407L

**Prerequisites:** BIOL 201 or BIOL 202 or BIOL 203 or BIOL 204 or BIOL 205 or BIOL 206

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 327

## **BIOL 407L - Biology of Stem Cells Lab**

Required corequisite to BIOL 407.

**Credits:** 0.25

**Corequisite:** BIOL 407

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** BIOL 327L

### **BIOL 474 - Global Health Epidemiology**

This research tutorial provides students the opportunity to plan, conduct, and present original research in the area of global health and infectious disease epidemiology. Projects involve investigations in the field, laboratory, and/or data analysis. Potential topics for projects include mapping neglected tropical disease (specifically soil transmitted helminths parasite), and their impact on maternal and child health. In addition the role of *H. pylori* infection in extra-gastrointestinal diseases in general, in child growth development, anemia and allergic disorders in particular will be investigated in this research tutorial laboratory.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 475 - Molecular Analysis of Development**

This research tutorial investigates the molecular mechanisms that regulate development in the nematode *C. elegans*. With the help of the instructor, students design and implement experiments that utilize genetic, molecular, and microscopic techniques to understand how small RNAs, called microRNAs, and the proteins that control their expression regulate development.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 476 - Investigations in Biodiversity, Community, and Ecosystem Ecology**

Research in the lab centers on the causes of species richness patterns and how perturbations (climate change) affect those patterns. Research projects often apply the lens of climate change (e.g., biodiversity loss, global warming, increased carbon dioxide, pollution) and test explicit hypotheses on plant, community, and ecosystem responses (i.e., N deposition, fire frequency) to perturbations. Students have the opportunity to use cutting-edge laboratory, computer, and field-based methods (e.g., mass spectrometry, ecophylogenetics, carbon dioxide flux) to address these questions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 477 - Molecular Control of Neural Development**

This research tutorial explores the molecular and cellular basis of the development and growth of the nervous system. With the guidance of the instructor, students design and carry out an experimental plan that applies techniques from molecular biology and cell biology to open questions in developmental neurobiology. Potential topics include signaling pathways that control neural stem cells, neural plasticity, and control of regeneration following damage.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 478 - Animal Systematics, Phylogeny, and Development**

This research tutorial exposes students to the theory and practice of systematics and their application to the study of animal ecology and evolution; it also provides experience in developmental genetics. Topics include life history evolution of marine invertebrates, biogeography of deep-sea hot vent animals, and the developmental evolution of animal body plans. In the laboratory, students pursue independent research projects using molecular techniques, and phylogenetic analytical methods.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 479 - Investigations in Evolutionary Ecology**

Evolutionary ecology is the study of how ecological interactions among organisms (e.g., pollination, predation, competition, etc.) influence evolutionary change. With the guidance of the instructor, individual students or small teams test novel hypotheses in evolutionary ecology using field and/or laboratory research methods. Projects usually fall under the umbrella of plant-animal interactions, evolutionary genetics, the maintenance of variation in natural populations, or disease ecology.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 480 - Cell Cycle Regulation**

In a normal eukaryotic cell cycle, the chromosomal DNA and the centrosome of a cell are replicated once, and only once, during S phase to ensure that each daughter cell receives exactly one complement of genomic material and centrosomes. In this research tutorial, students use cellular and molecular techniques to understand the mechanisms underlying this complex phenomenon. Specifically, they investigate



mechanisms through which transcription factors regulate genomic stability, normal centrosome duplication, cellular senescence, autophagy, and DNA repair.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 481 - Modeling of Biological Systems**

Quantitative techniques have become a crucial tool in recent years for analyzing biological systems, a field which has been flooded with highly detailed experimental data due to new advanced data acquisition techniques in the biological sciences. This interdisciplinary research tutorial explores the analysis of biological systems using quantitative approaches such as mathematical modeling, statistical learning, and computer programming. With the guidance of the instructor, students choose a biological problem of their interest and analyze it using quantitative techniques. The research topics include (but are not limited to) gene regulation, disease networks, and cell cycle regulation.

**Credits:** 1.00

**Crosslisted:** MATH 481

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 482 - Adaptation to Environment**

This laboratory-based, research-oriented course examines the molecular and cellular mechanisms that enable animals to withstand a variety of environmental conditions. Students design, implement, and report on their own original research using various approaches, from classical physiology and biochemistry to modern molecular biology.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 483 - Intracellular Transport**

Most macromolecules expressed in cells must be targeted to specific intracellular locations where they can perform their intended functions. This research tutorial examines the mechanism by which specific proteins undergo regulated transport into and out of the nucleus of eukaryotic cells. Students use classical and molecular genetics to identify genes encoding proteins involved in nuclear transport, and utilize recombinant DNA techniques, biochemistry, and microscopy to characterize the newly identified proteins and their

interactions with other nuclear transport factors.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 484 - Cellular Responses to Viral Infection**

This research tutorial examines the mechanism and regulation of cellular gene expression in response to infection by mammalian reovirus. Students address these questions by conducting independent laboratory research projects using biochemical, molecular biological, and cell biological approaches.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 485 - Experimental Animal Behavior**

This research tutorial explores issues, methodology, and experimental designs in fields associated with animal and human behavior including molecular ecology, behavioral ecology, conservation biology, and behavioral genetics of social insects and humans. Research can involve both field and laboratory work.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 486 - Eukaryotic Molecular Genetics**

This research tutorial allows students to learn a variety of molecular genetic and bioinformatic techniques to address questions of how genetic variation affects function in eukaryotic organisms. With the guidance of the instructor, students design projects to address questions on genetic effects on behavior and body form in dogs or on gene expression.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 487 - Advanced Aquatic Ecology**

Provides students with an opportunity to do research in freshwater ecology. Projects are field- or laboratory-oriented investigations of either stream or lake ecology and often require a group effort. In conversation with the instructor, the student designs a study that is of mutual interest to the student and faculty member. Past projects have involved predator-prey relations or competition among stream insects, role of bank-side vegetation in influencing stream macroinvertebrate communities, bacterial/algal interactions in streams, nutrient limitation of algae, effects of insect grazers on stream algae, or the impact of acid deposition on both the structure and function of streams.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** BIOL 335

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 488 - Investigations in Terrestrial Ecology**

This research tutorial provides students the opportunity to plan, conduct, and present original research in terrestrial ecology. Projects involve investigations in the field, laboratory, or both. Students focus on a particular species or group of species according to interest and feasibility. Potential topics for projects include invasive species, acid deposition, and competition among similar species. Emphasis is placed on the application of ecological, behavioral, and physiological principles to understanding the abundance and distribution of species in real landscapes.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **BIOL 489 - Research in Plant Physiological Ecology**

This research tutorial uses plants to investigate the relationships between internal events (physiology) and external events (ecology) by combining current readings from the primary scientific literature with laboratory and field experiments. Topics include energetics, reproductive strategies, and seed dormancy and germination. The goal is completion of a project suitable for publication in a scientific journal. Students learn how to search literature, critique articles, design experiments, collect and analyze data, and present information in manuscript form to submit for publication.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **BIOL 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **BIOL 493 - Study Group Research (NIH Study group)**

Together, BIOL 393 and this course comprise the research component of the study group experience at the National Institutes of Health (NIH). Students choose a research lab at the NIH and spend a minimum of 30 hours each week engaged in a research project under the direction of an NIH researcher. Projects are meaningful and authentic, pushing the frontier of science in some area of biomedical science.

**Credits:** 1.00

**Corequisite:** BIOL 393

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **CHEM 100 - The Chemistry of Altered and Natural Environments**

To grapple with the complex environmental questions faced by modern society, the science that explains the phenomenon we observe must be understood. From endocrine disruptors to the ozone hole, global warming to plastics, and nuclear technology to acid rain, chemical principles allow one to understand, predict, and potentially mitigate the consequences of environmental changes in our modern age. This course provides an introduction to chemical principles and their application toward environmental issues. It focuses on those principles that are crucial in understanding environments and present-day environmental challenges. This course is designed for students who are interested in environmental science and environmental studies. There is no prior chemical knowledge expected, and there are no prerequisites. This course is not part of the CHEM 101/102 sequence of general chemistry.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who have already taken or received credit for CHEM 101/CHEM 102 or CHEM 111 are ineligible for CHEM 100. Students who have taken CHEM 100 may take CHEM 101/CHEM 102.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **CHEM 101 - General Chemistry I**

The first half of a two-term sequence that introduces chemical principles that apply to all areas of chemistry. This course deals with molecular and reaction stoichiometry, gases, the first law of thermodynamics, the electronic structure of atoms, the periodic table, chemical bonding, and molecular geometry.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** CHEM 101L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **CHEM 101L - General Chemistry I Lab**

Required corequisite to CHEM 101.

**Credits:** 0.25

**When Offered:** Fall semester only

**Corequisite:** CHEM 101

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **CHEM 102 - General Chemistry II**

The second half of a two-term sequence that introduces chemical principles that apply to all areas of chemistry. It covers transition metal complexes, chemical kinetics, nuclear chemistry, equilibria, acids and bases (with emphasis on equilibrium studies), the second law of thermodynamics, electrochemistry, and some descriptive chemistry of the more common elements.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** CHEM 102L

**Prerequisites:** CHEM 101 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **CHEM 102L - General Chemistry II Lab**

Required corequisite to CHEM 102.

**Credits:** 0.25

**When Offered:** Spring semester only

**Corequisite:** CHEM 102  
**Prerequisites:** CHEM 101L or CHEM 101  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **CHEM 111 - Chemical Principles**

A one-term course designed for the well-prepared first-year student. CHEM 111 covers many of the same fundamentals covered in CHEM 101 and 102, but treats those ideas in greater depth. Enrollment requires a score of 4 or 5 on the AP exam, an A or B on A-level exam in chemistry, a score of 6 or 7 on the higher level IB chemistry exam, or a 650 or higher on the SAT II Chemistry Exam. Students enrolled in CHEM 111 who meet the standards by the AP exam may receive only one advanced placement credit for general chemistry. CHEM 111 (or CHEM 101-102) serves as a prerequisite for CHEM 263, 264 (Organic Chemistry), or CHEM 333, 334 (Physical Chemistry).

**Credits:** 1.00  
**When Offered:** Fall semester only

**Corequisite:** CHEM 111L  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** Only First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **CHEM 111L - Chemical Principles Lab**

Required corequisite to CHEM 111.

**Credits:** 0.25  
**When Offered:** Fall semester only

**Corequisite:** CHEM 111  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **CHEM 212 - Inorganic Chemistry**

An introduction to structure, bonding, and reactivity across the periodic table. The course begins by comparing the valence-bond and molecular-orbital models of bonding for small covalent compounds. Then, the solid state is explored, focusing on how bonding in ionic compounds, metals, and network-covalent compounds affects their behavior as materials. Additional topics include bonding in transition-metal complexes, reactivity in solution, and the use of physical methods such as spectroscopy and crystallography to elucidate elements of structure and reactivity.

**Credits:** 1.00  
**When Offered:** Spring semester only

**Corequisite:** CHEM 212L

**Prerequisites:** CHEM 102 or CHEM 111 (may be taken concurrently)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **CHEM 212L - Inorganic Chemistry Lab**

Required corequisite to CHEM 212.

**Credits:** 0.25

**When Offered:** Spring semester only

**Corequisite:** CHEM 212

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **CHEM 214 - Inorganic Chemistry**

An introduction to structure, bonding, and reactivity across the periodic table. The course begins by comparing the valence-bond and molecular-orbital models of bonding for small covalent compounds. Then, the solid state is explored, focusing on how bonding in ionic compounds, metals, and network-covalent compounds affects their behavior as materials. Additional topics include bonding in transition-metal complexes, reactivity in solution, and the use of physical methods such as spectroscopy and crystallography to elucidate elements of structure and reactivity.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** CHEM 102 or CHEM 111

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Restrictions:** Limited to juniors and seniors who have not taken CHEM 212

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **CHEM 263 - Organic Chemistry I**

Structure, bonding, and properties of organic molecules; reactivity of organic molecules as exemplified by substitution and elimination reactions involving alkyl halides, alcohols, ethers and related functional groups, and addition reactions of alkenes and alkynes, including addition polymers; and characterization of organic molecules by spectroscopy.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** CHEM 263L

**Prerequisites:** (CHEM 102 or CHEM 111) with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **CHEM 263L - Organic Chemistry I Lab**

Required corequisite to CHEM 263. This laboratory affords hands-on experience in the synthesis, purification, and characterization of representative organic compounds using modern analytical instrumentation.

**Credits:** 0.25

**When Offered:** Fall semester only

**Corequisite:** CHEM 263

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **CHEM 264 - Organic Chemistry II**

Further study of structure, bonding, properties, and reactivity of organic molecules extended to conjugated molecules, aromatic compounds, carbonyl containing functional groups, and amines; application of a knowledge of organic reactivity to the planning of synthesis of organic compounds, including condensation polymers; characterization of organic molecules by spectroscopy; and consideration of biologically relevant organic molecules such as carbohydrates, amino acids, proteins, nucleic acids, and lipids.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** CHEM 264L

**Prerequisites:** CHEM 263 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **CHEM 264L - Organic Chemistry II Lab**

Required corequisite to CHEM 264. This laboratory affords hands-on experience in the synthesis, purification, and characterization of representative organic compounds. Students are also exposed to the use of modern analytical instrumentation.

**Credits:** 0.25

**When Offered:** Spring semester only

**Corequisite:** CHEM 264

**Prerequisites:** CHEM 263L



**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **CHEM 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **CHEM 333 - Physical Chemistry I**

Introduction to quantum mechanics, fundamentals of chemical bonding, spectroscopy and methods of molecular structure determination, statistical thermodynamics, and miscellaneous topics.

**Credits:** 1.00  
**When Offered:** Fall semester only

**Corequisite:** None  
**Prerequisites:** (CHEM 102 or CHEM 111) and (PHYS 112 or PHYS 121 or PHYS 232) and (MATH 112 or MATH 162)  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **CHEM 334 - Physical Chemistry II**

Fundamentals of physical chemistry, particularly those most commonly applied in related fields such as organic, biological, and geological chemistry: classical thermodynamics of ideal and real systems, electrochemistry, and chemical kinetics.

**Credits:** 1.00  
**When Offered:** Spring semester only

**Corequisite:** None  
**Prerequisites:** CHEM 333  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **CHEM 336 - Physical Chemistry for the Life Sciences**

This physical chemistry course is designed for students interested in majoring in biochemistry or biology. The topics discussed include thermodynamics, chemical kinetics, electrochemistry, quantum chemistry, chemical bonding, and spectroscopy. The course introduces the basic concepts of physical chemistry within the context of biological systems and emphasizes how physical chemistry provides insight into modern biochemical and biological problems.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** CHEM 264 and (PHYS 112 or PHYS 121 or PHYS 232) and (MATH 112 or MATH 162)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **CHEM 353 - Proteins and Nucleic Acids**

A survey of biological polymers and of the physical and chemical methods of biopolymer research. Focuses on amino acids; protein structure; the function of proteins as cell structural materials and catalysts; and the structure, function, and chemistry of nucleic acids.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **CHEM 371 - Instrumental Methods**

An introduction to the theory, practice, and applications of modern instrumental methods of chemical analysis. The theoretical background and principles of operation of modern chemical research instrumentation are examined.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** CHEM 381

**Prerequisites:** CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **CHEM 381 - Practical Quantitative Analysis**

This half-semester integrated laboratory course is focused on experiments emphasize care, calibration, operation, and application of analytical instruments to real-life samples. Students solve quantitative problems from the fields of food, environmental, and medicinal chemistry.

**Credits:** 0.25

**When Offered:** Fall semester only

**Corequisite:** CHEM 371

**Prerequisites:** CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** May not be taken as a stand-alone course

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **CHEM 382 - Molecular Spectroscopy**

This half-semester laboratory-based course explores the relationship between a molecule's structure and its discrete energy levels. Students measure these energy levels through a variety of spectroscopies including infrared absorption, ultraviolet-visible absorption, fluorescence, Raman scattering, and NMR.

**Credits:** 0.25

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** CHEM 333 or CHEM 336

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **CHEM 384 - Molecular Dynamics**

This half-semester laboratory-based course explores the effect of molecular motion and intermolecular forces on both the microscopic and bulk properties of matters. The topics investigated include viscosity, surface tension, isomerization kinetics, and relaxation phenomena.

**Credits:** 0.25

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** CHEM 334 or CHEM 336 (may be taken concurrently)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **CHEM 385 - Biophysical Chemistry Methods**

This half-semester integrated laboratory course is designed to be an introduction to modern methods of biophysical chemistry and a bridge to independent research in biological chemistry. Specifically, this course includes techniques of protein purification from heterologous overexpression or natural sources. This course also focuses on modern methods of protein characterization, including electrophoresis, spectroscopy, enzyme kinetics, dynamic light scattering, and/or x-ray crystallography.

**Credits:** 0.25

**Corequisite:** None  
**Prerequisites:** CHEM 264  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **CHEM 387 - Special Topics: Structure and Analysis**

This half-semester integrated laboratory course offers an in-depth study of quantitative and structural analysis. Students complete an independent project employing techniques that may include advanced NMR (selective decoupling, variable-temperature, NOESY), mass spectrometry including MALDI and MS/MS, chromatographic separations, and small molecule X-ray crystallography.

**Credits:** 0.25  
**When Offered:** Fall semester only

**Corequisite:** None  
**Prerequisites:** CHEM 264  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **CHEM 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **CHEM 413 - Molecular Symmetry**

This half-semester course provides an introduction to the use of group theory to describe the symmetry of molecules, and to aid in understanding their structure, bonding, and spectroscopy. The focus is on small molecules in the main group and transition-metal complexes.

**Credits:** 0.50  
**When Offered:** Alternate years

**Corequisite:** None  
**Prerequisites:** CHEM 212 or CHEM 214  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

## **CHEM 415 - Organometallic Chemistry**

This half-semester course is a survey of the organometallic chemistry of the transition elements, focusing on synthesis, bonding, structure, elementary reactions, and application to homogenous catalysis.

**Credits:** 0.50

**When Offered:** Alternate years

**Corequisite:** None

**Prerequisites:** (CHEM 212 or CHEM 214) and CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **CHEM 431 - Molecular Modeling and Simulation**

This half-semester course introduces modern simulation techniques in computational chemistry, including ab initio calculations and molecular dynamics simulations. Students learn the underlying theory of these methods at a basic level while getting hands-on experience studying chemical systems of their choice, from isolated molecules to aqueous biomolecules.

**Credits:** 0.50

**When Offered:** Alternate years

**Corequisite:** None

**Prerequisites:** CHEM 333 or CHEM 336

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **CHEM 432 - Introduction to Statistical Thermodynamics**

This half-semester course starts with a review of pertinent statistics, quantum chemistry, and spectroscopy topics. The concepts of ensemble, partition function, and their relationship with ideal gas thermodynamics quantities like internal energy, entropy, Gibbs energy, equilibrium constant, and other macroscopic observations are discussed.

**Credits:** 0.50

**When Offered:** Alternate years

**Corequisite:** None

**Prerequisites:** (CHEM 333 and CHEM 334) or CHEM 336. CHEM 334 may be taken concurrently.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **CHEM 452 - Metabolic Chemistry**

This half-semester course is dedicated to exploring the chemical themes and mechanisms of biological metabolism. Specifically, the metabolism of lipids, carbohydrates, amino acids, and nucleotides is investigated.

**Credits:** 0.50

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **CHEM 454 - Bioenergetics**

This half-semester biochemistry course covers the energy processes in living systems. The major focus of the course is mammalian biochemistry and cellular respiration in the mitochondria, but bacterial biochemistry and photosynthesis are also discussed.

**Credits:** 0.50

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **CHEM 456 - Bioinorganic Chemistry**

This half-semester course provides an introduction to the field of bioinorganic chemistry, a discipline at the interface of chemistry and biology. Topics and theoretical principles from coordination chemistry are applied to the study of metallo-enzymes and other systems involving metal ions. Emphasis is placed on mechanisms and structures in which metals play an essential role. Biological oxidation, nitrogen fixation, photosynthesis, DNA-metal complexes, organolead compounds are a few of the topics discussed in an effort to unify knowledge from classical sub-disciplines (inorganic and organic chemistry, biochemistry) into a picture in which students attempt to identify the paradigms in the mechanisms of life processes.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **CHEM 464 - Organic Synthesis**

In this half-semester course, a detailed study of the synthesis of organic compounds is presented. Particular attention is given to functional group compatibility, diastereoselectivity and enantioselectivity, recent

developments in organic reactions, as well as reaction catalysis. The primary literature is examined with an eye to better understand the design of the synthetic approach.

**Credits:** 0.50

**When Offered:** Alternate years

**Corequisite:** None

**Prerequisites:** CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **CHEM 468 - Medicinal Chemistry**

In this half-semester course, the basic principles of the drug discovery process are explored. Topics include traditional and novel approaches, mode of action, quantitative structure activity relationships, absorption, distribution, metabolism, and inactivation of medicinal agents. In addition, major drug classes are presented along with specific case studies for each category.

**Credits:** 0.50

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **CHEM 477 - Environmental Chemistry**

This half-semester course uses a firm grounding in chemistry to seek answers to the complex environmental questions faced by modern society. The scientific literature is used to explore a variety of topics, such as: legacy and emerging contaminants, natural cycles and their anthropogenic perturbations, and energy production.

**Credits:** 0.50

**When Offered:** Alternate years

**Corequisite:** None

**Prerequisites:** CHEM 264

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **CHEM 481 - Advanced Chemistry Research**

Original research projects designed for student collaboration with faculty members to build on and consolidate the previous experiences in research, project design, use of modern instrumentation for data acquisition and analysis, problem solution, and oral and written communication of results. A minimum of

eight hours of laboratory work per week is required.

**Credits:** 0.50

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Chemistry, Biochemistry Majors and Minors

**Class Restriction:** Only Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **CHEM 482 - Advanced Chemistry Research**

Original research projects designed for student collaboration with faculty members to build on and consolidate the previous experiences in research, project design, use of modern instrumentation for data acquisition and analysis, problem solution, and oral and written communication of results. A minimum of eight hours of laboratory work per week is required.

**Credits:** 0.50

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Chemistry, Biochemistry Majors and Minors

**Class Restriction:** Only Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **CHEM 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **CHIN 121 - Elementary Chinese I**

This introduction to modern standard Chinese emphasizes understanding and speaking, with practice in reading and writing approximately 300 characters in either traditional or simplified forms. It covers basic structural patterns and vocabulary needed for ordinary conversation as well as future development.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None



**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **CHIN 122 - Elementary Chinese II**

This introduction to modern standard Chinese emphasizes understanding and speaking, with practice in reading and writing approximately 300 characters in either traditional or simplified forms. It covers basic structural patterns and vocabulary needed for ordinary conversation as well as future development.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** CHIN 121  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **CHIN 195 - Elementary-Level Chinese Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **CHIN 201 - Intermediate Chinese I**

Offers continued training in Modern Standard Chinese, with emphasis on reading and writing skills. Grammar review is combined with introduction to variations in speech and writing. Recitation and conversation sessions, role-play, and skits reinforce listening and speaking ability. By the end of the year, students may expect to communicate in both speech and writing on everyday topics.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** CHIN 122  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **CHIN 202 - Intermediate Chinese II**

Offers continued training in Modern Standard Chinese, with emphasis on reading and writing skills. Grammar review is combined with introduction to variations in speech and writing. Recitation and conversation sessions, role-play, and skits reinforce listening and speaking ability. By the end of the year, students may expect to communicate in both speech and writing on everyday topics.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** CHIN 201  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CHIN 222 - China through Literature and Film**

Offers an introduction to representative works of Chinese literature in English translation, as well as works of Chinese film with English subtitles. Specific focus and selections vary from year to year. No knowledge of Chinese is expected.

**Credits:** 1.00  
**Corequisite:** CHIN 222L  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CHIN 222L - Required Film Screening**

Required corequisite to CHIN 222.

**Credits:** 0.00  
**Corequisite:** CHIN 222  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CHIN 250 - East Asian Thought**

Introduces several classics of East Asian thought, familiar to every educated person in Japan, China, and Korean. Like CORE 151/152 readings, these books are about human nature and what it means to be human. They are cultural expressions of timeless value and enriching resources for human fruition. Readings include major Confucian and Taoist text, selections from Mahayana Buddhist writings, and Japanese classes on aesthetics. Taught in English.

**Credits:** 1.00  
**Crosslisted:** JAPN 250  
**Corequisite:** None  
**Prerequisites:** CORE 151  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CHIN 288 - The Chinese City: Living Beijing (Extended Study)**

Ancient cosmological center of the world and current capital of a rapidly globalizing China, Beijing has long stirred the interest of natives and visitors alike. This interdisciplinary course explores the processes that have shaped and defined Beijing, especially during the past century or so. Topics include aesthetics of urban space, spatial symbolism, popular street life, arenas of political activism, and the impact of changing economic policies. Texts range from digitized historical maps and scroll paintings to film, novels, poetry, memoirs, travel guides, historical guides, and classics of urban studies scholarship.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Some Chinese language ability preferred but not required

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CHIN 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CHIN 292 - Chinese Language (Study Group)**

Study group students complete one language course taught by CET Shanghai staff. Placement determined by CET language-teaching staff.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** CHIN 122 or equivalent

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CHIN 295 - Intermediate-Level Chinese Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CHIN 303 - Films and Broadcasts**

By focusing on film, this course increases students' fluency in all aspects of Chinese language. Students improve listening and speaking skills through viewing and discussion of contemporary films; they improve reading, writing, and narration skills through work with a film script. Through discussion and essay assignments, they learn to express personal responses, thoughts, and feelings.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** CHIN 202 or equivalent experience  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CHIN 304 - Readings in Social Issues**

Through readings on developments in contemporary Chinese society, this course introduces students to the vocabulary and sentence structures specific to written Chinese. Exercises accompanying the readings and essay assignments help develop writing skills. The topics presented in the essays, such as the population explosion, new marriage practices, and new trends in popular culture, provide rich material for class discussion and improve the students' speaking, listening, and narration skills.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** CHIN 202 or equivalent experience  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CHIN 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CHIN 392 - Chinese Language (Study Group)**

Study group students complete one language course taught by CET Shanghai staff. Placement determined by CET language-teaching staff.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CHIN 395 - Advanced-Level Chinese Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CHIN 405 - Reading Chinese Newspapers**

Introduces the styles and conventions of Chinese newspaper language. Emphasis is on vocabulary expansion, forms, and structures that differ from everyday spoken Chinese, and tactics and skills for rapid reading. Aural-oral skills are reinforced through classroom discussions and supplementary materials.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** CHIN 304 or CHIN 303 or equivalent experience

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CHIN 406 - Readings in Modern Culture**

Designed to expand and consolidate students' aural and oral mastery of advanced vocabulary and grammatical patterns through the study of modern Chinese writers and their work. All readings are original works of literature (poetry, short fiction, familiar prose) written for Chinese readers. Conversation sessions take on contemporary topics ranging from the modern Chinese family to women's issues, economic changes, and the urban experience.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** CHIN 303 or CHIN 304 or equivalent experience

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CHIN 450 - Advanced Readings in Chinese Worldview**

A language-based content course. Departing from mythology and folklore and branching out into Chinese classics, this course deals with fundamental views in Chinese regarding the world, humankind, and their mutual relations.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** CHIN 405

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CHIN 481 - China in Transition (Study Group)**

Focuses on topics central to social, economic, and political transitions in China, Taiwan, and Hong Kong, with a special emphasis on Shanghai. It adopts a culturally immersive, interdisciplinary approach to comprehending changing Chinese lifestyles from perspectives that may include consumer culture, gender, workplace relations, ethnic diversity, and the environment. The course typically includes a cultural immersion internship and is enriched by readings, video viewings, guest lectures, and discussion. The goal is to arrive at an understanding of contemporary issues in China through both analysis and experience.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CHIN 482 - Topics in Chinese Culture (Study Group)**

Explores many of the topics introduced in its companion course, CHIN 481. Materials from literature, film, art, music, performance, and popular culture allow glimpses of the personal experience of people living through the changes and continuities discussed in CHIN 481, with an emphasis on cultural heritage and creative renovation of tradition. Guest lectures, readings, and discussion are enriched by culturally immersive field trips, visits to museums and temples, attendance at performances, and face-to-face meetings with scholars, artists, performers, and others. The course challenges students to develop sensitivity and imagination as well as understanding.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CHIN 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CHIN 492 - Chinese Language (Study Group)**

Study group students complete one language course taught by CET Shanghai staff. Placement determined by CET language-teaching staff.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CHIN 499 - Honors Project in Chinese**

Students pursuing honors research enroll in this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CLAS 221 - The Epic Voice and Its Echoes**

Beginning with the first poems in the Western tradition, this course studies the epic genre in all its distinctiveness and variety. It explores the themes and ideology of epic, ranging from the heroic to the philosophical and didactic, and considers how the poet deals with fundamental questions: the nature of heroism, life and death, individual and community, mortals and immortals, memory, and the power of poetry. It also examines the craft of the epic poet, uniquely situated between orality and writing. Authors studied include Homer, Hesiod, Apollonius, Lucretius, and Vergil.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CLAS 222 - The Tragic and Comic Muse**

Examines selected plays of the three great tragedians—Aeschylus, Sophocles, and Euripides—and of the comedian Aristophanes. Focuses on the tragic account of human nature and its relationship to the gods, but considers as well comedy's response to that account. Other topics for discussion include the role of Athenian politics, religion, and sociology within the plays and the importance of the classical stage in Athenian life.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CLAS 224 - The Age of Augustus**

An introduction to the literature and culture of the Augustan Age, that period of Roman history in which the empire was established and many of its best-known artists flourished. Readings include selections from and works by the poets Lucretius, Horace, Vergil, Propertius, Ovid, and Lucan, by the historians Livy and Tacitus, and by the "novelist" Petronius.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CLAS 225 - Poets, Lovers, and Monsters**

Explores the significations of one culture's changing fantasies of monsters—those from archaic, classical, and Hellenistic Greece—by looking at them in conjunction with some modern monsters. The course aims at comprehending the ancient Greek nexus of monster and artist—both figures with a marked physical or personality flaw, outsiders to heroic society. Readings include selections from Hesiod, Homer, Pindar, Sophocles, Euripides, Plato, and Theocritus. These classical texts are complemented by readings from contemporary poets, as well as viewings of several classic horror films.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CLAS 230 - Classical Mythology**



Introduces students to the myths of the ancient world, focusing on those of the Greeks, Etruscans, and Romans, with consideration also of those of the Near East, south Asia, and northern Europe. Students not only acquire a thorough knowledge of the major myths surrounding both gods and heroes but also gain an appreciation of the variety of approaches to understanding and interpreting them, exploring questions of the universality, transferability, and common inheritance of myths across cultures. Readings are drawn from ancient texts and from modern critical works.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CLAS 231 - Greek Religion**

Covers the period from the Bronze Age up to and including the Hellenistic era. The following topics are considered: the phenomenon of anthropomorphism; the connection between mythology and ritual; the status of the dead; the function of the sanctuary; the role of the priest and the seer; hero-worship; evidence for human sacrifice; ecstasy, madness, and possession; the place of religion within the Greek city-state; prayers, curses, and inherited guilt; festivals and spectacles; pollution-belief; Orphism; the rise of mystery religions; and the relationship between Olympian and chthonian religion.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CLAS 232 - Sexuality and Gender in Ancient Greece and Rome**

Considers concepts of sexuality and gender in the Graeco-Roman world. It explores the portrayal of gender in classical mythology and examines the legal, economic, social, and religious position of women and men as reflected in historical documents and the archaeological record. Special attention is given to comparing mythological images with the realities of people's lives in Greek and Roman society.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CLAS 233 - Greek Art**

Surveys the pre-Hellenic, archaic, classical, and Hellenistic art and architecture of Greece with a special emphasis on the political, social, and religious contexts in which art was produced and how it reflects the ideas and concerns of the ancient Greeks, both individually and collectively.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CLAS 234 - Archaeology of Greece**

An introduction to Minoan, Mycenaean, and Greek civilizations, including a survey of major sites and monuments. Attention is given to ways in which arguments are developed from the archaeological record.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CLAS 235 - Archaeology of Italy**

An introduction to the archaeology of the Italian peninsula from earliest prehistoric to late imperial times, including the major sites and monuments of native Italic cultures, Greek and Phoenician colonization, Etruscan civilization, Rome, and Pompeii. Attention is given to the ways in which arguments are developed from the archaeological record.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CLAS 236 - Greek History**

The history of ancient Greece from the Archaic period to the conquests of Alexander the Great. Through readings of Herodotus and Thucydides, emphasis is placed on political and social developments at Athens and Sparta, the Persian and Peloponnesian Wars, and the events that led to the rise of Alexander's empire.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** May be taken for history major credit.  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **CLAS 237 - Roman History**

The history of ancient Rome from its foundation through the Julio-Claudian dynasty. Emphasis is placed on political, constitutional, and social developments.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Recommended:** May be taken for history major credit.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CLAS 240 - World Archaeology, Material Culture, and Identity**

From Neolithic settlements to the great cities of the ancient world, such as Uruk, Mohenjo Daro, Pompeii, Copan, and Teotihuacan, and encompassing Native American remains in our local central New York environment, this interdisciplinary course offers a global study of archaeology and focuses on the role of material culture in shaping human identity. The course entertains questions such as, how did the world's first great cities come to be? Where did writing come from? Why did ancient people all over the world revere their dead? What ends did human sacrifice serve? What are the lessons of archaeology regarding the human transformation of the environment? Perspectives on these issues are offered by faculty who specialize in a wide range of facets of the study of archaeology in different cultures of the world.

**Credits:** 1.00

**Crosslisted:** ANTH 240

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **CLAS 250 - The Ancient Roman City**

Private and public life in the urban centers of Roman Italy forms the focus of this course. It traces the history of the city of Rome, with all of its political, economic, social, and religious institutions, from its origins in the 8th century BC to the end of the Roman Empire in the 4th century AD. Students acquire a basic knowledge of the political and social history of Rome while discussing many of the ancient written sources that have a bearing on the subject of the private and public lives of Romans. Readings include Virgil, Livy, Tacitus, Juvenal, Petronius, Pliny the Younger, and Suetonius. Through the different approaches of archaeological, epigraphical, art historical, topographical, environmental, and historical studies, students become acquainted with the material culture of the ancient Roman city. Emphasis is placed on Rome, the capital itself, and the prosperous towns on the Bay of Naples, Herculaneum and Pompeii, that were destroyed by the eruption of Vesuvius in 79 AD.

**Credits:** 1.00

**Prerequisites:** LATN 122 or LATN 123 or LATN 201 or LATN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CLAS 250E - The Ancient Roman City (Extended Study)**

Through direct study of the material culture of Rome and the towns of Pompeii and Herculaneum, the course investigates what life was like for men, women, and children of every socio-economic class: from the grandiose villas and urban palaces to the physical spaces where Roman urban life developed and made its fundamental contribution to western civilization.

**Credits:** 0.50

**Corequisite:** CLAS 250

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **CLAS 251 - The Ancient Greek City**

Provides an introduction to the history of ancient Greece and development of the Greek city-state, or polis, with a special focus on Athens. Students learn about the importance of the study of material remains for tracing the rise of Bronze Age and later Iron Age centers. Through a combined study of literary and historical texts, archaeology, and epigraphy, students gain an understanding of the social, political, economic, and religious institutions that shaped the ancient Greek city-state and provided a foundation for many later developments of western civilization. An interdisciplinary approach is applied to exploring the structures that defined the identity of the individual within a single polity as well as within the broader Pan-Hellenic context.

**Credits:** 1.00

**Prerequisites:** GREK 122 or GREK 201 or GREK 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CLAS 251E - The Ancient Greek City (Extended Study)**

The extended study introduces students first hand to the physical settings where Greek urban life developed and made its fundamental contribution to western civilization. During the three weeks that students are based in Athens, they observe and interpret the evidence that material culture provides for understanding the social, political, and religious institutions that shaped the ancient Greek city-state, a subject that they have studied on-campus in the course CLAS 251. The extended study places special emphasis on how material culture illuminates the ways in which these varied institutions defined the identity of an individual within the ancient Greek city and in a broader Pan-Hellenic context.

**Credits:** 0.50

**Corequisite:** CLAS 251

**Prerequisites:** GREK 122

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **CLAS 252 - Crete: Imaginary Pasts**

Focuses on the Greek island of Crete to consider how the construction of identity depends on an imaginary past. Ancient Greece posited for itself an even more ancient past located on the island of Crete. The myths and stories sited on Crete (e.g., the births of Zeus and Hera, the stories of Daedalus and Icarus, Pasiphae and the Minotaur, Theseus and Ariadne) ponder the nature of the divine, the polity, creativity, and eros - topics crucial to the fashioning of a self. Course readings include selections from Hesiod's Theogony, Homer's Iliad and Odyssey, Xenophon's Symposium, Plato's Laws, Euripides' Hippolytus, Euripides' Bacchae, Diodorus Siculus's Library, and Plutarch's Lives.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** Only Sophomore

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CLAS 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CLAS 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **CLAS 401 - Senior Seminar in the Classics**

This senior seminar focuses on proficiency in Greek and/or Latin, on competence in conducting research in classical studies, and on developing an understanding of and appreciation for the reception of classical literature and art.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** Only Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CLAS 490 - Honors**

Independent study, open to candidates for honors.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **CLAS 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **COSC 100 - Computers in the Arts and Sciences**

Introduces students to the inner workings of computers, the Internet, the Web. Students learn to create a well-designed web page; build a website; perform regression analysis; analyze a small social network; etc. Students spend two weeks on the notion of data modeling, build simple but useful financial models, and in the process learn the basics of financial literacy. There are several lab assignments and two group projects, one to build a website on the subject of choice, the other to analyze a social network. No computer experience is required. The course does not count toward the major.

**Credits:** 1.00  
**Crosslisted:** CORE 126S  
**Corequisite:** COSC 100L  
**Prerequisites:** None  
**Major/Minor Restrictions:** No Computer Science/Mathematics, Computer Science Majors  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 100L - Computers in the Arts and Sciences Lab**

Required corequisite to COSC 100.

**Credits:** 0.25  
**Corequisite:** COSC 100  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **COSC 101 - Introduction for Computing I**

An introduction to computer science through the study of programming utilizing the programming language Python. Topics include program control, modular design, recursion, fundamental data structures including lists and maps, and a variety of problem-solving techniques.

**Credits:** 1.00  
**Corequisite:** COSC 101L  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Recommended:** Recommended for students in all disciplines who desire a rigorous introduction to computers and programming.  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **COSC 101L - Introduction for Computing I Lab**

A weekly two-hour laboratory provides the opportunity to develop programming and design skills. Required corequisite to COSC 101.

**Credits:** 0.25  
**Corequisite:** COSC 101  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **COSC 102 - Introduction for Computing II**

A continuation of COSC 101 and the first course in the major. Develops advanced programming topics such as abstract data types and algorithms and their analyses. Abstract data structures may include lists, stacks, queues, maps, trees, and heaps; algorithms include search and sort procedures. The concepts of information hiding, data abstraction, and modular design are emphasized. Object-oriented programming is used throughout.

**Credits:** 1.00  
**Corequisite:** COSC 102L  
**Prerequisites:** COSC 101 or equivalent programming experience.  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **COSC 102L - Introduction for Computing II Lab**

Required corequisite to COSC 102. This weekly two-hour laboratory includes the design and implementation of programs that illustrate the topics of the course.

**Credits:** 0.25

**Corequisite:** COSC 102

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **COSC 122 - Introduction to Computer Graphics and Animation**

Provides an introduction to the fundamentals of computer graphics, animation, and algorithms that are the basis for image processing. Also introduces a programming system that provides an object-oriented approach with tools for animations of three-dimensional graphics. No prior programming experience is required. Does not count toward the major.

**Credits:** 1.00

**Corequisite:** COSC 122L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **COSC 122L - Introduction to Computer Graphics and Animation Lab**

Required corequisite to COSC 122. A weekly two-hour laboratory where students gain practice in testing and implementing the concepts introduced in class.

**Credits:** 0.25

**Corequisite:** COSC 122

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **COSC 140 - Developing Web Applications**

The goal of this course is to introduce students to how modern web applications are designed and created. Through lecture, discussion, and programming assignments, student learn programming constructs in Python, including variables and types, control flow, objects and classes; web front-end technologies such as HTML and CSS; and the Django web application framework. In addition to core software engineering and design topics, this course considers issues related to accessibility, sensitivity to culture and locale, and security and privacy. No prior programming experience is required. This course does not count toward the major.



**Credits:** 1.00

**Corequisite:** COSC 140L

**Prerequisites:** None

**Major/Minor Restrictions:** No Computer Science/Mathematics, Computer Science Majors and Minors

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **COSC 140L - Developing Web Applications Lab**

Required corequisite to COSC 140. A weekly two-hour laboratory provides the opportunity to develop practical programming and design skills.

**Credits:** 0.25

**Corequisite:** COSC 140

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **COSC 150 - Contemporary Issues in Computer Science**

An introduction to contemporary concepts, models, and issues in computer science. Topics are chosen from the nature of computation, algorithms and their applications, data centers and cloud computing, software engineering, logic and system design, programming languages, security, big data and data mining, mobile computing, and others. These topics relate to contemporary experience by examining issues such as privacy, software reliability, information access, politics and social networks, e-commerce, electronic piracy, globalization, hacking, ownership of bits, copyright and patent infringement. The course does not count toward the major.

**Credits:** 1.00

**Crosslisted:** CORE 142S

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **COSC 201 - Computer Organization**

A study of the fundamental concepts of computer architecture. Topics include the representation of information, components of the computer and how they interact, microarchitecture and microprogramming, conventional machine and assembly language, and advanced architectures. Several types of computer design are reviewed; an ARM architecture is the subject of detailed study.

**Credits:** 1.00

**Corequisite:** COSC 201L

**Prerequisites:** COSC 102 (may be taken concurrently)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 201L - Computer Organization Lab**

Required corequisite to COSC 201. The laboratory is used to examine how different components of a computer's architecture can affect its performance.

**Credits:** 0.25

**Corequisite:** COSC 201

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 290 - Discrete Structures**

Introduces discrete computational structures, methods, and concepts utilized throughout computer science. Topics may include types, relations, functions, equivalence and congruence relations, recursion, order relations, partially ordered sets, lattices, Boolean algebras, logic, semi-groups, monoids, morphisms, languages, graphs, trees, finite state machines, counting, and probability.

**Credits:** 1.00

**Corequisite:** COSC 290L

**Prerequisites:** COSC 102

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 290L - Discrete Structures Lab**

Required corequisite to COSC 290.

**Credits:** 0.25

**Corequisite:** COSC 290

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 301 - Operating Systems**

Introduces students to the study of operating systems. Topics include the hardware/software interface, scheduling, resource allocation, memory and storage management, the scope and nature of services provided to applications, and system performance evaluation.

**Credits:** 1.00

**Corequisite:** COSC 301L

**Prerequisites:** COSC 102 and COSC 201 (COSC 201 may be taken concurrently)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 301L - Operating Systems Lab**

Required corequisite to COSC 301.

**Credits:** 0.25

**Corequisite:** COSC 301

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 302 - Analysis of Algorithms**

Provides a conceptual framework within which both theoretical and concrete analyses of computer algorithms may be developed. Topics to be covered include: time and space complexity; graph algorithms; problem-solving techniques including divide-and-conquer, greedy algorithms, and dynamic programming; intractability; and approximation.

**Credits:** 1.00

**Corequisite:** COSC 302L

**Prerequisites:** COSC 290

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Previous completion of COSC 290 is strongly recommended.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 302L - Analysis of Algorithms Lab**

Required corequisite to COSC 302.

**Credits:** 0.25

**Corequisite:** COSC 302

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 304 - Theory of Computing**

Introduces the different models of computation and focuses attention on the relative strength of each model and the relationship of one model to another. Concepts introduced include type theory, finite automata, regular expressions and languages, context-free grammars, push-down automata, Turing machines and

their schema, diagonalization arguments, Church's Thesis, the Halting problem, and computational complexity.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** COSC 304L

**Prerequisites:** COSC 290

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **COSC 304L - Theory of Computing Lab**

Required corequisite to COSC 304.

**Credits:** 0.25

**When Offered:** Fall semester only

**Corequisite:** COSC 304

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **COSC 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **COSC 420 - Programming Languages**

Surveys the salient features of diverse programming languages and examines the foundations and principles of language design. Topics include formal description of language syntax, ambiguity, storage allocation, parameter linkage, and current issues in language design.

**Credits:** 1.00

**Corequisite:** COSC 420L

**Prerequisites:** COSC 304

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 420L - Programming Languages Lab**

Required corequisite to COSC 420.

**Credits:** 0.25  
**Corequisite:** COSC 420  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 435 - Computer Graphics**

An introduction to the concepts and techniques of interactive computer graphics. A broad spectrum of subjects including picture generation and display, geometry modeling and representation (including hierarchical models), illumination models, ray tracing, and the design of user interfaces are covered.

**Credits:** 1.00  
**Corequisite:** COSC 435L  
**Prerequisites:** COSC 301  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 435L - Computer Graphics Lab**

Required corequisite to COSC 435.

**Credits:** 0.25  
**Corequisite:** COSC 435  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 440 - Principles of Design for Large Systems**

Surveys the tools and techniques for the design and implementation of large systems on computers, both local and distributed. The organizational and communications problems associated with large system design are discussed, as well as methods for overcoming these problems.

**Credits:** 1.00  
**Corequisite:** COSC 440L  
**Prerequisites:** COSC 301  
**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 440L - Principles of Design for Large Systems Lab**

Required corequisite to COSC 440. Students work in teams to design part or all of a large system.

**Credits:** 0.25  
**Corequisite:** COSC 440  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 445 - Parallel and Distributed Computing**

Surveys the field of parallel and distributed computing, covering hardware design and architecture, interconnection networks, and parallel algorithms. In addition to the broad survey, students concentrate on the implementation of message-passing parallel computers and algorithms. This aspect of the course includes laboratory work using the parallel computer laboratory.

**Credits:** 1.00  
**Corequisite:** COSC 445L  
**Prerequisites:** COSC 301  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 445L - Parallel and Distributed Computing Lab**

Required corequisite to COSC 445.

**Credits:** 0.25  
**Corequisite:** COSC 445  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 450 - Theory Seminar**

An in depth look at a current topic of interest in computer science theory. Past seminars have focuses on a wide variety of topics in the theory of computation and the semantics of programming languages. These have included denotational semantics, type theory, category theory, operational semantics, and advanced functional programming. During the second half of the term, students work in teams on various projects related to the seminar topic and present their findings at the end of the term.

**Credits:** 1.00  
**Corequisite:** COSC 450L  
**Prerequisites:** COSC 304  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 450L - Theory Seminar Lab**

Required corequisite to COSC 450.

**Credits:** 0.25  
**Corequisite:** COSC 450  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 460 - Database Management Systems**

Introduces the principles underlying modern database systems. These principles guide how information is represented as structured data, how computations on the data are expressed in query languages, and how systems are designed to enable efficient computation on large data sets. Topics include database design, data models, query languages, query processing and optimization, data storage and access, transaction management, and advanced topics as time permits.

**Credits:** 1.00  
**Corequisite:** COSC 460L  
**Prerequisites:** COSC 301  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 460L - Database Management Lab**

Required corequisite to COSC 460.

**Credits:** 0.25  
**Corequisite:** COSC 460  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **COSC 465 - Computer Networks**

Introduces the fundamental concepts in computer networks. Topics include layered network architecture, error detection and correction, medium access control, routing, congestion control, and internetworking. If time permits, the following advanced topics may also be included: network security, multimedia, multicast, and wireless networking.

**Credits:** 1.00

**Corequisite:** COSC 465L

**Prerequisites:** COSC 301

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Some knowledge of differential calculus and elementary probability and statistics is helpful.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 465L - Computer Networks Lab**

Students complete weekly laboratory assignments in which they build network applications and implement increasingly complex network protocols in order to gain a deeper understanding of topics covered in class. Required corequisite to COSC 465.

**Credits:** 0.25

**Corequisite:** COSC 465

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 480 - Topics in Computer Science**

Topics vary depending upon needs of students and interests of the instructor.

**Credits:** 1.00

**Corequisite:** COSC 480L

**Prerequisites:** COSC 301 or COSC 302

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **COSC 480L - Topics in Computer Science Lab**

Required corequisite to COSC 480.

**Credits:** 0.25

**Corequisite:** COSC 480

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None



## **COSC 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **ECON 105 - Principles of Accounting**

A study of the fundamental principles underlying financial accounting and reporting. Emphasis is on analysis, interpretation, and understanding of accounting information, and how such information influences management decision-making. Recommended as a tool course, this course does not count toward the major, minor, or Area of Inquiry requirements.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ECON 151 - Introduction to Economics**

A general introduction to the subject matter and analytical tools of economics including micro- and macroeconomic theory.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **ECON 206 - Marxian Political Economy**

An introduction to the principles of Marxian political economy, including the labor theory of value, the theory of money, the analysis of accumulation and expanded reproduction, and the theory of economic crisis. It includes readings from Marx and modern writers on his theories.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 151

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 219 - Chinese Economy**

Using an interdisciplinary approach, this course provides a general survey of China's economic reform and related public policy issues since 1978. In addition to offering a basic knowledge about the Chinese economy and its reforms in the past quarter century, the course develops a framework to help students understand and evaluate the evolution of China's economic development strategy and public policy in recent years that has guided the country's economic reform.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 151  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 228 - Environmental Economics**

An introduction to the study of environmental problems with the perspective and analytical tools of economics. Sources of market failure with respect to environmental issues are discussed, and methods for analyzing environmental policies are developed. These tools are applied to current issues of pollution, resource use, and sustainability.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 151  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 230 - The Economics of Poverty in the United States**

Discusses issues surrounding poverty with a particular emphasis on the central New York region. Students first analyze how poverty is measured, which includes studying unemployment, the minimum wage, income inequality, and economic immobility using economic theory and data analysis. Students next study various anti-poverty programs in the U.S. such as traditional welfare, the Earned Income Credit, food stamps, and Medicaid. Includes a significant service learning component, in which students are required to complete at least 10 hours of field work at a local non-profit organization. In addition, various class site visits are an integral part of the course.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 151  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 233 - Economics of Immigration**

Explores the economic causes and consequences of immigration using theoretical and empirical perspectives. Importantly, the migration experience relates to the residents of both origin and destination countries. Course coverage pertaining to migrants and their source countries might include immigrant selection, assimilation, and the consequences of brain drain. Coverage related to residents of receiving countries might include the fiscal and labor market effects of immigration. The course is of particular interest to student wanting to examine economic policy, labor, and productivity questions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 151

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 234 - Gender in the Economy**

An examination of the role of gender in our economic system. This course studies the causes and implications of sexual division of labor and the dynamic relationship of production and reproduction in a historical and contemporary context. A critical analysis of the implicit and explicit gender bias of the discourse of economics is an integral part of this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 151

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 238 - Economic Development**

Explores the content of economic development. Examines both the successes of the developed world and the limits of development elsewhere. Specific topics include the role of population growth, the importance of agriculture, structural change, and globalization.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 151

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 239 - The Role of Non-Governmental Organizations in Economic Development (Extended Study)**

This extended study course focuses on the role that non-governmental organizations (NGOs) can play advancing the status of women and alleviating poverty. The course is taught in Bangladesh, using the

facilities of BRAC, a NGO based in that country. The course has two segments: The first consists of lectures to provide background concerning the level of economic development, the status and role of women, and the role played by NGOs in Bangladesh. The second part of the course involves field trips to observe the work done by BRAC.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** ECON 238 and (ECON 151) (ECON 238 may be taken concurrently)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ECON 249 - International Economics**

Studies the underlying forces affecting economic relations among nations. Material will address both microeconomic and macroeconomic perspectives. Potential topics include the international mobility of goods, labor, and capital; economic growth and development; balance of payments; and exchange rate determination. Not open to students who have completed ECON 349 or ECON 394. ECON, MAEC, and ENEC majors interested in international economics are strongly encouraged to enroll in ECON 349 and/or ECON 394.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 151 with a grade of C or better.

**Major/Minor Restrictions:** Only International Relations Majors and Minors

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ECON 251 - Intermediate Microeconomics**

A systematic development of the theory of consumer and firm behavior and pricing in markets. Emphasis is placed on the uses and limitations of some general methods of economic analysis. Majors and minors must earn a grade of C or better.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 151

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** MATH 161 or its equivalent

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ECON 252 - Intermediate Macroeconomics**

A systematic development of the theory for determining national income, employment, and the general levels of prices and interest rates. Analysis of recent U.S. macroeconomic events is included. Majors and minors must earn a grade of C or better.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** ECON 151  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** MATH 161 or its equivalent  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 314 - Industrial Organization**

A study of the relationship between market structure, business conduct, and economic performance. Topics include the structure of American industry, oligopolistic pricing theory, product differentiation, research and development, and mergers.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 251  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 320 - Law and Economics**

An introduction to law and economics. Standard economic theory is used to examine the law and legal institutions, and to study the origin, nature, and consequences of the "rules of the game" as they pertain to individual and group behavior. Questions addressed in this course include the following: How does the legal system shape economic incentives in ways that lead to socially optimal or sub-optimal behavior? How does one measure the benefits and costs of changes in legal rules? What is the nature of private property in a market economy? What is the appropriate role of a legal system in settling private disputes?

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 251  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 333 - Urban Economics**

Cities are major centers of economic activity. This course describes the formation and characteristics of urban areas. Coverage begins with analysis of how cities arise due to utility-maximizing decisions of households and profit-maximizing decisions of firms. The course then describes features of cities including economies of scale, sources of urban economic growth, land-use patterns, housing, segregation, government policy, and local public goods provision.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MATH 105 or CORE 143S or MATH 102

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Previous completion of ECON 375 recommended.

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ECON 339 - The Japanese Economy**

A survey of the empirical and theoretical literature on various aspects of the Japanese economy. Topics include comparison of the Japanese labor market with the U.S. labor market, keiretsu and the economic conflict between the U.S. and Japan, industrial policies and the Japanese "miracle," international comparison of the saving rate and the cost of capital, "multiskilling" and technological changes, participatory management practices and performance of the Japanese firm, and other issues of current interest.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Previous completion of ECON 375 recommended.

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ECON 340 - Behavioral and Experimental Economics**

Behavioral economics has significantly changed the way economists view the world. It encompasses approaches that extend the standard economic framework to incorporate features of human behavior emphasized in other sciences, such as sociology and psychology. Behavioral economics then uses experiments to obtain empirical evidence to develop economics models that more accurately describe the way people actually behave. Students will be asked to contrast the material they learned in intermediate microeconomics with empirical and experimental evidence, which will inform new ways of modelling and thinking about individual economic behavior. The course will encompass applications to other fields of economics, possibly including public economics, development, game theory, health, and policy.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and (MATH 105 or MATH 316 or CORE 143S or PSYC 309 or MATH 317 or MATH 102 or ECON 375)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 344 - Public Economics**

Examines the "proper" role of government in a market economy by looking at both the expenditure and the taxation sides. Topics on the expenditure side include market failure, public goods, and cost-benefit analysis; on the taxation side, notions of tax equity, principles of tax incidence, efficient taxation, and the tax structure in the United States are addressed.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 345 - Games and Strategies**

Some decisions in life are simple. Others are more complicated. Game theory is the study of decisions that are complicated by strategic interactions, situations where making the best choice requires taking into account the decisions being made by others. This course presents the basic concepts of game theory and applies those concepts to a variety of microeconomic topics. Some of the applications examined include oligopoly behavior, auctions, political elections, moral hazard, principal-agent models, bargaining, and evolutionary models. Experimental evidence that sometimes confirms, but often conflicts with, the predictions from game theory is also examined.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and (MATH 105 or MATH 316 or CORE 143S or MATH 102) or a high school calculus course. Must understand what a derivative is and be able to take the derivative of simple (e.g., polynomial) functions.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 348 - Health Economics**

Applies economic principles and tools to study the health-care market. Looks at the structure, cost, and distribution of resources within the health-care sector. Focuses on the socio-economic determinants of health, demand and supply of health insurance, hospital competition, physician practice, government intervention in the health-care market, and comparisons of health-systems around the world.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **ECON 349 - Topics in International Trade**

Designed to provide students with a deep understanding of international trade theories and policies. Topics include the theory of comparative advantage; trade under increasing returns; welfare implications of trade policies such as tariffs, quotas, and antidumping duties; political economy of trade policies; trade and migration, outsourcing, and environment; and global trading arrangements such as NAFTA and the WTO.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who have completed ECON 249.

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **ECON 351 - International Finance and Open-Economy Macroeconomics**

An in-depth study of the theoretical and empirical literature of international finance and open economy macroeconomics. Topics include the balance of payments, the foreign exchange market, financial globalization, optimum currency areas and financial crises.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who have completed ECON 249.

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 394

## **ECON 352 - Money and Banking**

Studies the economic functions and efficiency of financial institutions and markets in the United States. Analytical tools are used to study the development and structure of asset markets, central banking and the role of monetary policy, regulation of markets and financial institutions, and risk. Students use case studies to focus on both historical and current events in the domestic and international financial systems.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **ECON 353 - Fed Challenge**

A small group of selected students works together with faculty mentors to compete with teams from other colleges and universities in the Fed Challenge, a national competition that is hosted and judged by the U.S.



Federal Reserve System. The goal of the course is to develop a presentation that summarizes the current state of the U.S. macroeconomy, understand its current weaknesses and threats, and make a monetary policy recommendation. To prepare for the presentation, students research and summarize the U.S. macroeconomic data, analyze historical and international macroeconomic episodes and their policy responses, and make and justify a specific recommendation regarding U.S. monetary policy.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** It is highly recommended that students also take ECON 352.

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ECON 354 - Monetary Economics**

The goal of this course is to introduce students to theoretical foundations of monetary economics and to help them apply theoretical tools to monetary policy analysis. The theoretical frameworks (overlapping generation models and liquidity and market failure models) are used as the basis for the study of topics such as quantity theory of money, inefficiency of inflation, credit markets and credit risk, Tobin Effect, liquidity of assets, etc. A special focus is on the relationship between money growth and inflation, monetary stabilization policy, the interaction between monetary and fiscal policy, and government programs.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 390

### **ECON 355 - Advanced Macroeconomics**

Designed to teach students the theoretical foundations of advanced macroeconomic models. These models are used to help better understand different aspects of the economy. Emphasis is on the dynamic macroeconomic models that require the use of a higher level of mathematics than the models taught in ECON 252.

**Credits:** 1.00

**Prerequisites:** ECON 251 and ECON 252 and (MATH 163 or MATH 113)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Students take MATH 214.

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ECON 356 - Growth and Distribution**

An overview of the theory, measurement, and history of economic growth that presents classical, Keynesian, and neoclassical approaches in parallel. Topics include the theory of optimal saving, endogenous technical

change, growth accounting, natural resource limits on growth, money and growth, and the impact of government debt and social security systems on long-term economic growth.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 386

### **ECON 360 - Applied Economic Theory**

The goal of this course is to illustrate to students the role that economic theory can play in understanding current events and important policy debates. Students use relevant theoretical concepts learned in both ECON 251 and ECON 252, and reviewed in this course, to further their understanding of, and to help them to form opinions on, some important contemporary issues and economic debates. Examples of covered topics might include the proposal to privatize Social Security, differing unemployment rates in the United States and Europe, evaluating welfare reform, the increase in the incidence of personal bankruptcy, the IMF's role in stabilizing the international financial system, the government's role in providing public education, and the causes of growing U.S. wage inequality. Theoretical concepts that might be utilized include information theory, overlapping generations models, growth models, game theory, and theories of market failure.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 376

### **ECON 368 - American Economic History**

An analysis of selected issues in American economic development using the tools of economics. Topics include basic history of growth and structure since colonial times, population and migration, the labor force, agriculture, money and banking, transportation, slavery, the Civil War, industry studies, the Great Depression, and the growth of the government sector and regulation. Basic economic and demographic theories are applied to historical events.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 382

### **ECON 369 - History of Economic Thought**

A survey of the evolution of economic doctrine and theory from ancient times through the present. Emphasis is on the predecessors of neo-classical economics, but attention is paid to alternative developments. The ideas of economists such as Richard Cantillon, François Quesnay, Adam Smith, David Ricardo, Thomas Malthus, John Stuart Mill, Karl Marx, Leon Walras, William Stanley Jevons, Alfred Marshall, and John Maynard Keynes are studied in historical and philosophical context.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 392

### **ECON 370 - European Economic Issues (London Study group)**

An in-depth study of European open economy macroeconomics, international trade, and international finance. Coverage varies from year to year depending on the director of the London Economics Study Group.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 396

### **ECON 371 - The Economics of the European Union (London Study Group)**

Deals with economic aspects of the functioning and development of the European Union. Taught on the London Study Group.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 401

### **ECON 372 - The British Economy (London Study group)**

Applies economic theory to the British context through a study of a selection of historical and current macroeconomic, industrial, public sector, and balance of payment problems and policy responses in the UK. Includes regular visits to local economic institutions for group discussions about their activities and perspectives on current economic and government policy issues. An internship experience in London may be a required component, but is subject to economic fluctuations and various UK legal restrictions. Taught on the London Study Group.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 251 and ECON 252  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** ECON 403

### **ECON 374 - Mathematical Economics**

An introduction to some basic topics and methods of mathematical economics. Emphasis is on the role of optimization techniques in economic models.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 251 and ECON 252 and (MATH 113 or MATH 163)  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** ECON 378

### **ECON 375 - Applied Econometrics**

An introduction to regression analysis and related statistical methods used to estimate and test relationships among economic variables. Selected applications from microeconomics and macroeconomics are studied. Emphasis is on identifying when particular methods are appropriate and on interpreting statistical results. A minimum grade of C is required for completion of the economics major.

**Credits:** 1.00  
**Corequisite:** ECON 375L  
**Prerequisites:** ECON 251 and ECON 252 and (MATH 105 or CORE 143S or MATH 102 or MATH 316)  
**Major/Minor Restrictions:** Only (Provisional Declaration), Mathematical Economics, Economics, Environmental Economics Majors and Minors  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 375L - Applied Econometrics Lab**

Required corequisite to ECON 375.

**Credits:** 0.00  
**Corequisite:** ECON 375  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

## **ECON 380 - Economics of Households in Developing Countries**

In 2005, one out of five people on this planet was living on less than \$1 per day. Half of the world lives on less than \$2 per day. But how actually does one live on less than \$1 per day? In this course students learn about the economic lives of the extremely poor: the choices they face, the constraints within which they make decisions, and the challenges they meet. Development economics is, in most part, the field of economics that studies the informal, imaginative institutions that replace the formal constructs we are used to in the developed world. In developing countries people face malfunctioning markets due to incomplete information, a weak legal structure, and constraints that result in economic choices and strategic considerations that are worth separate scrutiny. This is an advanced course in economics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **ECON 381 - Labor Economics**

Theoretical and empirical analysis of the labor market; the employment system; human resource management; and the relevant public policy issues. Topics include labor demand and minimum wage law; labor supply and welfare programs; compensating wage differentials and safety and health regulations; wage structure and income inequality; investment in human capital and education; discrimination and affirmative action; personnel economics and economics of human resource management; immigration; and other issues of current interest.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 342

## **ECON 383 - Natural Resource Economics**

Study of the optimal allocation of scarce natural resources under conditions of imperfect markets. This course is intended for students interested in applying microeconomic theory to public policy questions regarding natural resources. Topics include environmental quality, policy, and regulation; renewable resources (fisheries, forests, and water resources); and non-renewable resources (global warming, energy use, and mineral extraction).

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None  
**Formerly:** ECON 328

### **ECON 387 - Financial Economics**

Financial markets enable individuals and firms to move resources across time (e.g., by taking out a loan) and manage risk (e.g., by buying insurance). Students use the theories of intertemporal choice and decision making under uncertainty to understand various aspects of these markets. Specific topics covered include net present value, term structure of interest rates, capital budgeting, corporate capital structure, derivative securities, portfolio theory, and the Capital Asset Pricing Model (CAPM).

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 251 and ECON 252 and ECON 375  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None  
**Formerly:** ECON 332

### **ECON 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **ECON 405 - Advanced Econometric Issues**

A study of econometric methods not covered in ECON 375. This half-semester course is designed for senior economics students doing honors or taking a concurrent senior seminar. Topics vary depending on student needs and interests. The course helps students read the professional economics literature and do their own research projects.

**Credits:** 0.50  
**Corequisite:** None  
**Prerequisites:** ECON 375 and ECON 251 and ECON 252  
**Major/Minor Restrictions:** Only Environmental Economics, Mathematical Economics, Economics Majors and Minors  
**Class Restriction:** Only Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ECON 414 - Seminar in Industrial Organization**

Contemporary issues involving government policy and the private sector. Major topics include anti-trust policy, public utility regulation, the regulation of transportation and communications, and deregulation.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 314 and ECON 375

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 421 - Seminar in Economics of Education**

Examines education from an economic perspective. Economic theories and tools of statistical inference are employed to understand people's education investment choices and education policies. Topics covered might include human capital theory and signaling theory of education; pecuniary and non-pecuniary returns to education; the role of early childhood education; educational equity; the role of peer effects, class size, and school expenditures; K-12 school reforms and debates in recent decades (accountability, school choice and affirmative action).

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 375

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 433 - Seminar in Economics of Race and Ethnicity**

This seminar studies how several economic fields--including labor economics, public economics, economic growth and development, and international trade--have contributed to economists' understanding of economic issues related to race and ethnicity. Topics might include discrimination, disparities in economic outcomes across groups, the macroeconomic benefits and costs of diversity and segregation, and the economic consequences of immigration. Other topics may be considered as well.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 436 - Seminar in Sports Economics**

This seminar is an advanced study of the interactions between sports and economics, including the institutions that organize sports and the unique economic data made available by sporting contests. The specific fields of economics covered in the seminar include labor economics, industrial organization, public finance, and game theory. Special consideration is also given to discussions of the economics of collegiate and amateur sports.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 251 and ECON 252 and ECON 375  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 438 - Seminar in Economic Development**

Advanced study of the content of economic development. Specific topics in economic development are considered by the group. Individuals are responsible for a research paper on a topic agreed to in consultation with the instructor.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 251 and ECON 252 and ECON 238 and ECON 375  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 443 - Seminar in Policy Evaluation**

The goal of this seminar is to explore the role of economic theory and empirical research in designing appropriate public policies and evaluating their effects, through a critical reading of empirical studies and discussions of relevant theories and findings. Topics may include environmental legislation, taxation and redistribution, public health, government regulation, education, public provisions, and crime.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 375 and ECON 251 and ECON 252  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **ECON 448 - Seminar in Health Economics**

This seminar presents an advanced study of issues in Health Economics. Topics include demand for health care, the insurance market, and implications of employer-provided insurance. On the provision side, hospital and physician markets are analyzed with a focus on measuring quality, pay-for-performance, and competitive effectiveness research. Other topics might include public health issues such as obesity and substance use, as well as comparative health-care systems.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ECON 251 and ECON 252 and ECON 348 and ECON 375  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None



## **ECON 450 - Seminar in International Economics**

An advanced study of selected international economic problems, with special reference to the role of theories in the understanding and solution of such problems. Emphasizes current issues in trade policy: the rules of the WTO; foreign investment, debt, and the operations of MNCs; the appropriateness of particular saving, investment, trade balances, and exchange rates; and the macroeconomic coordination efforts of the IMF and the G-7.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375 and (ECON 249 or ECON 349 or ECON 394)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **ECON 468 - Seminar in American Economic History**

Advanced study of selected issues in American economic history, with emphasis on the 19th and 20th centuries. Topics change from year to year. Topics covered include the economics of the Antebellum South and the Civil War, the Great Depression, the development of labor markets, the demographic evolution of the United States, agriculture, industry and transport since colonial times, and money, banking, and financial markets.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375 and (ECON 382 or ECON 368)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 482

## **ECON 474 - Seminar in Mathematical Economics**

Explores selected topics from mathematical economics with a main focus in the area of advanced microeconomic theory, advanced macroeconomic theory, or game theory. Topics in microeconomic theory include the primitives of preferences and consumer choice, general equilibrium, externalities and public goods, and the theory of incomplete information as applied to principal-agent models. Topics in advanced macroeconomic theory include dynamic models of long-run economic growth, real business cycle theory, and dynamic stochastic general equilibrium applications. Topics in game theory include static and dynamic games of both complete and incomplete information with applications to various fields of economics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375 and (ECON 378 or ECON 374)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 478

### **ECON 475 - Seminar in Econometrics**

Advanced study of econometric methods, with an emphasis on their theoretical underpinnings. Topics include the statistical properties (in particular, expected value, variance, and probability limit) of estimators, consequences of different underlying assumptions, and advanced methods not covered in ECON 375.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and (ECON 374 or ECON 378) and ECON 375

**Major/Minor Restrictions:** Only Mathematical Economics Majors

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ECON 481 - Seminar in Labor Economics**

This advanced study of selected issues in labor economics emphasizes recent developments in the field. Topics may include peer effects in the workplace; the high-performance/high-involvement work system; shared capitalism (e.g., employee ownership, profit sharing, team incentive pay, broad-based stock option); incentives and careers in organizations; executive compensation and corporate governance; and other issues of current interest.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375 and (ECON 339 or ECON 342 or ECON 381)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 442

### **ECON 483 - Seminar in Resource and Environmental Economics**

An advanced study of current resource and environmental issues. Explores the reasons for, and the welfare implications of, some of the pressing resource and environmental issues facing humankind today. Topics may include the study of energy use and its implications for local and global environments; the interaction between economic development and population growth and its impact on resource use and the environment; and the local and global implications of deforestation. The economic, scientific, and political framework surrounding the issues is explored.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375 and (ECON 228 or ECON 328)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 428

### **ECON 484 - Seminar in Applied Macroeconomics**

One or more of the following topics are studied: current U.S. stabilization policies; policy simulation analysis and forecasting using macroeconomic models; and advanced analysis of inflation, unemployment, income distribution, and economic growth.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 487 - Seminar in Financial Economics**

Offers a closer look at selected topics in financial economics. The focus is on issues related to the efficiency of financial markets: do financial markets quickly and accurately price all assets, taking into account all available information? Topics covered include random walk theory, the risk/return trade-off, the equity premium, pricing anomalies, and behavioral finance.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ECON 251 and ECON 252 and ECON 375 and (ECON 332 or ECON 387)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** ECON 432

### **ECON 489 - Preparation for Honors Seminar: Special Problems in Economics**

Designed for senior majors who are eligible for departmental honors (or high honors). Each seminar member plans and writes an honors thesis under the general guidance and supervision of a faculty member. Seminar members present their work to the group and act as discussants of each other's work. Enrollment in both terms is necessary for course credit. This course is taken for no course credit in the fall and uses the satisfactory/unsatisfactory (S/U) grading option.

**Credits:** 0.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** Only Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ECON 490 - Honors Seminar: Special Problems in Economics**

Designed for senior majors who are eligible for departmental honors (or high honors). Each seminar member plans and writes an honors thesis under the general guidance and supervision of a faculty member. Seminar members present their work to the group and act as discussants of each other's work. Enrollment in both ECON 489 and ECON 490 is necessary for course credit. This course is taken under the

satisfactory/unsatisfactory (S/U) grading option.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** ECON 489

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ECON 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **EDUC 101 - The American School**

An introductory analysis of American education. Readings from varied texts provide exposure to cultural, political, historical, philosophical, and social foundations of schooling, contemporary problems, and the possible future of American education.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **EDUC 202 - The Teaching of Reading**

An introduction to the process of reading, and to reading in elementary and secondary schools. This course is designed primarily for students in the Teacher Preparation Program. Students study theories of language acquisition and the development of reading skills as well as critical literacy and new literacy studies. Students explore a variety of approaches to the teaching of reading as practiced in schools and strategies of reading necessary to read in content areas. This course satisfies 10-30 of the 100 required school-based fieldwork hours for students seeking teacher certification.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

## **EDUC 204 - Child and Adolescent Development**

An introduction to theory and research in physical, psychosocial, cognitive, and moral development during the periods typically defined as childhood and adolescent years. The focus is on the nature of interaction between the individual and his or her social, physical, and cultural environments. Educating autobiographical knowledge is an important aspect of the course, where students are asked to engage with and reexamine aspects of their own upbringing. This course encourages students to investigate and contest theories about child and adolescent development, connecting these to ideas about how schools do and should educate. This course can satisfy 10-15 hours of the 100 required school-based fieldwork hours for students seeking teacher certification.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** EDUC 101  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

## **EDUC 205 - Race, White Supremacy, and Education**

An examination of how the concepts of race, ethnicity, and culture play, have played, and continue to play a major role in the American educational system. Students study issues such as white supremacy, social justice, racial and ethnic identity, immigration, integration (desegregation/resegregation), race relations, socioeconomic inequality, language programs, and transformative education. In order to engage in critical dialogue, a wide range of educational research, theory, and policies concerning these issues are explored.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** EDUC 101  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** EDUC 305

## **EDUC 206 - Curriculum Theory**

A first course in curriculum theory, defining the field and exploring basic orientations and traditional oppositions in curriculum thinking. Emphasis is on critical examination of the principles and practical implications of the most important current conceptions. This course helps future teachers to think critically about curriculum construction.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** EDUC 101  
**Major/Minor Restrictions:** None  
**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 207 - Inclusive and Special Education**

Introduce students to foundational concepts, theories, and strategies of inclusive education and disability studies. Students will develop a critical understanding of ability/disability in educational contexts and will learn the tools of classroom analysis and instruction necessary to teach all learners in inclusive (general education) settings. This course approaches disability as a form of diversity, asking students to question and analyze constructs of normalcy and exceptionality that underpin traditional special education discourses and practices. Historical, legal, and cultural perceptions and experiences of disability are examined, and attention is given to how and why identification, placement, and evaluation of disability occur within education. Teacher candidates are required to complete school-based fieldwork hours in conjunction with this course. This course can satisfy 10-15 hours of the 100 required school-based fieldwork hours for students seeking teacher certification.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** EDUC 307

### **EDUC 214 - Teaching and Learning**

An exploration of how selected cognitive theorists have defined learning and a critical examination of how teachers teach. Questions asked include the following: What is learning? How does a teacher's definition of learning influence how he or she actually teaches? What are current ideas about effective teaching for all students to learn? Students in the course are asked to examine their own assumptions about these issues and engage in teaching both in and out of this class. This class satisfies 10–30 hours of the 100 required school-based fieldwork for students seeking teacher certification.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** EDUC 306

### **EDUC 219 - Education for Peace and Nonviolence**

An overview on how to educate for peace and nonviolent societies. Students begin by developing theories about human conflict and then explore multiple approaches toward resolving these conflicts — at the interpersonal level, the structural level, and all the spaces in between.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** EDUC 210

## **EDUC 226 - Introduction to Research Methods in Education**

An introduction to research design and a range of methodologies for data collection and analysis which frame the field of educational studies. This course surveys methods of data collection and analysis across a range of qualitative, quantitative, mixed, hermeneutic, discursive, and phenomenological approaches. This course explores issues that feminist, decolonial, and critical scholars have raised concerning the production of knowledge, the researcher's identity, and the roles of validity in educational research. Intended for educational studies majors and potential majors in preparation for their capstone project, this course requires students to develop an independent research project focused on an issue in education. In preparing students to become future critical and creative educational scholars, this course moves through the process of designing a research project and culminates in the writing of a detailed research proposal.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** EDUC 101  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

## **EDUC 231 - Inquiry Based Teaching in the Schools**

An opportunity to connect theory to pragmatic issues of teaching. Students observe and teach lessons in a local school setting with students, preferably at a high needs designated district. The course interrogates the following questions: (1) How do students learn? (2) How do teachers reach all students? (3) How does school environment inform teaching and learning? These questions are imbedded in genuine contexts of a school, which is itself working in state and federal educational bureaucracies. This class satisfies 10–30 hours of the 100 required school-based fieldwork for students seeking teacher certification.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** EDUC 101  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** EDUC 331

## **EDUC 241 - Queering Education**

LGBTQ youth have traditionally been marginalized in schools. K-12 education offers few curricular and institutional spaces where queer identities are affirmed and queer voices are heard. From sex education to the prom, most schools and educators operate under the ahistorical guise of heteronormativity--a term used to describe ideologies and practices that organize and privilege opposite-sex gender relations and normative gender and sexual identities. Using critical lenses developed by queer and feminist theorists and critical pedagogues, this course seeks both to explore how heteronormativity operates in a variety of educational

spaces and how students and educators are confronting these processes by using schools as sites of resistance.

**Credits:** 1.00

**Crosslisted:** LGBT 241

**Corequisite:** None

**Prerequisites:** EDUC 101 or LGBT 220 or RELG 253 or SOCI 220 or SOAN 220

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 245 - Globalization's Children: The Education of the "New" Immigrants in the United States**

Set against the larger backdrop of globalization and transnational migration, this course examines the educational experiences of contemporary or "new" im/migrants and the children of im/migrants in U.S. schools, focusing on migrants from countries in Asia and Latin America. Drawing heavily from anthropological and sociological perspectives on the schooling of "the new second-generation," the course charts the changing demography of the nation-state post-1965 and explores issues of acculturation and assimilation, the tensions and contradictions of "learning a new land," and the ways in which cultural and structural factors intersect with immigrant students' everyday realities to shape school performance and opportunity.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 303 - Decolonizing Development: Gender, Power & Education in International Development**

Development, rather than a benign and neutral process, must be analyzed for how it traffics with power. Drawing on critical development studies, decolonial/transnational feminisms, and anthropology and sociology of education, this course seeks to examine educational development efforts from both a critical



gender and policy analysis perspective and frames the question of girls' education in an increasingly globalizing world as issues of equity, empowerment and social justice.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101 or WMST 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 308 - Global Anthropologies of Education**

The study of the relationship between education and economic, social, political, and cultural developments that shape national and regional systems of schooling. In the study of comparative education, students develop an understanding of educational phenomena across national and political boundaries. Research methods, major concepts, and current trends within the multidisciplinary field of comparative education are reviewed and examined. Students have the opportunity to engage in a critical analysis of their educations in relation to other systems of education, both in the United States and overseas.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 309 - Philosophies of Education**

An examination of the connection between the forms and functions of education and the state which education is designed to serve. Questions are raised regarding equality of access and outcomes, the apparent tensions between equality and liberty, and equality and excellence. The course includes discussion of the ethical dimensions of education; the ways in which education is implicated in the formation of personal identity; and the responsibility of teachers in the formation of personal and social identity.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 310 - Marxist Political Economy & Education Policy**

An examination of the political nature of schools and schooling. The primary focus changes from year to year; however, the basic question of the course is, who controls American education - and how?

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **EDUC 311 - Indigenous Education**

A consideration of the history of North American Indian education from a variety of perspectives. Central to discussions is an analysis of the ways in which Native American societies in different times and places viewed children and their upbringing. The course considers education as a process of transmitting culture within Native American societies and between Europeans and Indians. Readings include autobiographical and biographical materials about teachers and students as well as secondary studies of missionary activities, boarding and day schools, and changing government policies affecting Indian education. One aspect of the course encourages students to reflect on multicultural curricula and cultural diversity in learning styles. An important component of the course is a research paper on a topic related to the theme of the course.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** EDUC 101  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **EDUC 312 - Women and Education**

An examination of the structure, content, and expression of school curriculum to reveal ways that gender identity is formed in the general process of the reproduction of cultural consciousness. This course looks at the question of how gender should inform classroom practices and institutional structures.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** EDUC 101  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **EDUC 313 - Basic Issues in Education**

An analysis of educational values, institutions, and practices. Focus is on the relationships between American ideology and the institutions of education. This course is based on extensive reading in four topics: the social and political matrix of the school, the system and its effect on youth, change forced upon the system, and trends. This course does not normally count toward the major.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year, Sophomore  
**Restrictions:** Open only to juniors and seniors with no previous course work in educational studies. Not

open to students who have taken EDUC 101.

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 316 - Moral Development and Education**

An examination of major theories of moral development, their philosophic and psychological premises, and their implications for educational practice. Readings include works by Jean Piaget, Lawrence Kohlberg, and Carol Gilligan. One focus of the course is the connections between theoretical ideas about moral development and both the hidden and explicit curriculum in schools. The course includes assignments in interviewing, a theoretical paper, and student presentations and critiques.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** EDUC 416

### **EDUC 317 - Democracy and Education**

An opportunity to engage in in-depth analysis of the interrelationship between democratic and educational theory. Prominent North American and international models of democracy and their corresponding educational theories are examined in the context of the larger project of developing a democratic theory of education. A paper requiring serious independent research is required.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** EDUC 417

### **EDUC 318 - High-Needs Schools**

An in-depth investigation and analysis of high-needs schools. Students learn about the "problems" facing such schools. The course also focuses on challenging views that are unduly pessimistic or do not fully represent the complexity of high-needs schools, communities, and their children. Students are involved in service-learning projects with high-needs schools to further their understanding. They engage in critical dialogue and evaluate the effects of educational reform and policy changes. A paper requiring serious independent research is required.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None  
**Formerly:** EDUC 418

### **EDUC 321 - Educational Psychology**

Studies psychological theories and research on learning and teaching, and examines how these are applied and practiced within contemporary education processes and institutions. In particular, students examine topics such as learner differences and labels, learner identity, moral development, motivation, behavior, theories of intelligence and assessment. Students learn about the historical and contemporary practice of educational psychology as a scientific discipline, and examine its role in contemporary understandings of disability, race, gender, and sexuality. In addition to engaging with dominant theories and research on learning and teaching, students critically examine the role of psychological expertise in the classroom and within schooling, and looks to situate that expertise within broader social justice frameworks. This class satisfies 10–30 hours of the 100 required school-based fieldwork for students seeking teacher certification.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** EDUC 101 or other psychology course.  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **EDUC 332 - Disability, Difference, and Inclusion**

Who is normal? Who is a citizen? What is the meaning of adulthood? The purpose of this course is to understand and situate inclusive and positive learning relationships within broader sociological, philosophical, and cultural meanings and to enact critical practices of inclusion and belonging. Students will use the theoretical lenses and analytic tools developed by scholars of critical disability studies, feminist disability theory, and inclusive education to examine how assumptions and expectations of the able mind and body are built into how educational theorists, educators, and students think about the purposes and practices of education, especially in the context of higher education. In particular, students examine inclusive practice, civic friendship, supported decision-making, self-determination, and self-advocacy. The course requires that students complete a collaborative social action project, designed in partnership with students from Otsego Academy at Pathfinder Village.

**Credits:** 1.00  
**Prerequisites:** EDUC 207 and permission of instructor  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Restrictions:** Not open to students who have taken PSYC 360  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **EDUC 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **EDUC 440 - Special Topics in Educational Studies**

Different members of the Department of Educational Studies teach the course every spring and the content of the course will take shape depending on the instructor. The intellectual terrain for all iterations will be interdisciplinary and use a variety of methodological and theoretical paradigms to explore new directions or trends in the field of educational studies.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** Only Educational Studies Majors  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **EDUC 450 - Senior Seminar Capstone**

Members of the Department of Educational Studies rotate teaching the senior capstone seminar. This is a capstone course where students are required to design and then conduct original educational studies research on the topics of their choice. Students are required to submit a thesis and then present their thesis in a professional forum.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** Only Educational Studies Majors and Minors  
**Class Restriction:** Only Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **EDUC 451 - Seminar on Curriculum and Instruction in English/Social Studies**

A seminar dealing with general issues in curriculum planning and instruction with special emphasis on the relationship between curriculum goals and instructional techniques. Consideration is given to general topics: teacher effectiveness, interpersonal relations in the classroom, teacher professionalism, authority, discipline, and the influence of administrative organization on school practice. This course is required of all students enrolled in student teaching in English and social studies and all students enrolled in elementary student teaching. It does not count toward major credit.

**Credits:** 1.00  
**Corequisite:** EDUC 454, EDUC 455  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **EDUC 453 - Seminar on Curriculum and Instruction in Science/Mathematics**

A seminar dealing with general issues in curriculum planning and instruction with special emphasis on the relationship between curriculum goals and instructional techniques. Special topics include major aims and purposes of science and mathematics education and interpersonal relationships in the classroom. This course is required of all students enrolled in student teaching in science or mathematics and all students enrolled in elementary student teaching. It does not count toward major credit.

**Credits:** 1.00

**Corequisite:** EDUC 454, EDUC 455

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Permission of instructor

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 454 - Diagnosis and Remediation of Reading Problems**

An introduction to the diagnosis and remediation of reading problems. Students study theories of reading instruction, both developmental and remedial. Emphasis is on the student's acquiring the skills needed for diagnosing reading weaknesses. This course does not count toward major credit.

**Credits:** 1.00

**Corequisite:** EDUC 455

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** EDUC 419

### **EDUC 455 - Student Teaching**

Classroom teaching in a nearby elementary or secondary school under supervision. Students planning to be certified in secondary teaching must take either EDUC 451 or EDUC 453 in addition to EDUC 454 and EDUC 455 during the fall of the senior year or in a 9th term. Students planning to be certified in elementary teaching take EDUC 451, EDUC 453, and EDUC 454 and EDUC 455 concurrently during the fall of the senior year or in a 9th term. Not for major credit.

**Credits:** 1.00

**Corequisite:** EDUC 454

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 456 - Dignity in Schools**

Explores personal privilege and biases that contribute to an individual's identity and worldview. Includes discussions of protected peoples categories and forms of discrimination that commonly play out in P-12 schools. One focus is the examination of current school policies and state legislation such as the Dignity for All Students Act (DASA) that seeks to create positive school environments for all students. An analysis of bullying, harassment, and discrimination prevention and intervention approaches.

**Credits:** 0.25

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 460 - Honors Seminar**

Designed for senior majors to work with the honors seminar faculty member and a designated department faculty to plan, design, write, and present an honors thesis. The course is reserved solely for senior majors eligible for honors or high honors in Educational Studies.

**Credits:** 1.00

**Prerequisites:** EDUC 450

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **EDUC 556 - Dignity in Schools**

Explores personal privilege and biases that contribute to an individual's identity and worldview. The course includes discussions of protected peoples categories and forms of discrimination that commonly play out in P-12 schools. One focus of the course is the examination of current school policies and state legislation such as the Dignity for All Students Act (DASA) that seeks to create positive school environments for all students. An analysis of bullying, harassment, and discrimination prevention and intervention approaches.

**Credits:** 0.25

**Prerequisites:** EDUC 101

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **EDUC 591 - Independent Study**

Graduate-level independent study projects under the supervision of staff members. Outlines of the projects must be prepared and approved in advance by the department chair.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **EDUC 593 - Special Project**

A graduate-level research project on a significant problem in education. A special project demonstrates a substantial grasp of relevant theory and methodology.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **EDUC 594 - Thesis**

A comprehensive and intensive research effort for graduate students. In contrast to the special project, the thesis is intended to be more ambitious in reviewing relevant literature, in gathering and interpreting data or facts, or in applying principles or evidence to the analysis of a special problem. Topics may be centered in the student's area of specialization or in some problem of a professional nature.

**Credits:** 2.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ENGL 200 - Major British Writers**

Works by prominent British writers, from Geoffrey Chaucer in the fourteenth century to Seamus Heaney in the twenty-first. The course emphasizes the development of reading and analytical skills. Required of all majors, normally in their first or sophomore year.

**Credits:** 1.00



**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **ENGL 201 - American Texts and Contexts**

An introduction to American literature exploring the relations among key texts and various contexts, both critical and historical. The course engages a wide range of issues in American literary history, from the age of discovery through the colonial period and Revolution to debates over slavery and race in the decades before and after the Civil War. The diverse authors studied include Anne Bradstreet, Jonathan Edwards, Benjamin Franklin, Ouloudah Equiano, Phillis Wheatley, Ralph Waldo Emerson, Margaret Fuller, Nathaniel Hawthorne, Herman Melville, Harriet Jacobs, Frederick Douglass, Walt Whitman, Emily Dickinson, and Mark Twain. Required of all majors, normally in the first or sophomore year.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Restrictions:** Not open to students who have completed ENGL 209, ENGL 243, or ENGL 244  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **ENGL 202 - Justice and Power in Postcolonial Literature**

An introduction to significant debates and texts in the field of postcolonial literatures. This course explores how the field engages with questions of race, gender, sexuality, class, caste, and migration. It considers how writers located in the global south or in the West as migrants navigate their spaces when faced with inequality and marginalization. The course examines both the legacies that empires have left and the nature of new empires that are being constructed.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **ENGL 203 - Arthurian Tradition**

An introduction to literary study focusing on the nature of literary tradition and its relationship to cultural and historical contexts. The rich, varied, and enduring tradition connected with the figure of King Arthur is explored through a consideration of English, French, and Welsh texts written between the early Middle Ages and the 15th century, although some more modern works may also be considered. The course is concerned with (among other topics) how different cultures, historical epochs, and individual authors have adapted Arthurian tradition to meet their own needs and concerns and with what has made Arthurian tradition a compelling source of material for so many different interests right up to the present.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 204 - Native American Writers**

An introduction to literary study focusing on the question of what it means to identify a national tradition of literature. This course examines Native American authors of the late 20th century in relation to the works of some of their contemporaries, including works by Linda Hogan, Louise Erdrich, N. Scott Momaday, Leslie Marmon Silko, and Simon Ortiz.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 205 - The Jazz Age**

An introduction to literary study that explores the relations among different arts and kinds of writing. Focusing on American culture in the 1920s, this course includes poetry by T.S. Eliot, Langston Hughes, James Weldon Johnson and William Carlos Williams; fiction by F. Scott Fitzgerald, Dorothy Parker, and Nella Larsen; plays by Dubose Heyward and Eugene O'Neill; and music from Bessie Smith, Paul Whiteman, and Duke Ellington. This course explores how ways of reading inform (and inevitably transform) what we read and interpret.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 206 - Approaches to Literary Analysis**

An introduction to literary study with attention to essential questions. What counts as literature? Why group writers in literary periods? What effect does a work's genre, or mode have on a reader? How are the formal elements of writing in prose or verse related to its meaning? As "Innocence and Experience" this course examines works sharing a thematic concern with innocence and experience. These works may include William Blake's *Songs of Innocence and Experience*, Upton Sinclair's *The Jungle*, and F. Scott Fitzgerald's *The Great Gatsby*. As "Much Ado about Nothing" the course takes its cue from Shakespeare's play of that name (which his first audience would have heard as "much ado about noting") and examines other works in prose and poetry (sonnets, short stories, and novels) that reward a reader's attention to detail in particularly interesting ways.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 207 - New Immigrant Voices**

An introduction to literary study focusing on narratives of 20th-century American immigration. What does it mean to say "America is a nation of immigrants"? As a literary form, the American immigrant narrative describes the process of migration, Americanization, and (un)settlement. In this course, students pay particular attention to how race, gender, class, and sexuality, as well as the changing character of American cities, shape the immigrant experience. Is ethnicity in opposition to Americanness? How is identity transformed by migration? How and why is home remembered? How is coming of age paralleled with migration? What narrative strategies are deployed? Finally, what are the constitutive tropes of American immigrant fiction?

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 208 - Sex and the Global City**

An introduction to literary study using the relationship between sexuality, literature and the history of global cities as a jumping off point for considering the problems, practices, and possibilities of literary study. The course undertakes close reading of modern texts to discover how urban settings influence our understandings of racial and ethnic identity, gender roles, and multiple forms of sexual relationships. It also addresses the ways that the cosmopolitan city provides new forms and content for both modern identities and post-modern narratives. Works of literature are contextualized by a variety of critical and historical works from the modernist and post-modernist periods.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 211 - Tragedy and the Tragic Vision**

An introduction to literary study that focuses on readings in western drama, chosen primarily from authors writing in the period from classical antiquity through the Renaissance, and explores theories, definitions, and the performance of tragedy.

**Credits:** 1.00

**Crosslisted:** THEA 211  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 213 - Imagining Apocalypse**

An introduction to literary study that explores the tradition of apocalyptic imagination and its relationship to practices of reading and interpretation. Why has the idea of apocalypse been so pervasive in Western literature and civilization? How has apocalypse been variously conceived as the destruction or uncovering of meaning (and sometimes as both at once)? Is apocalypse a full stop, or a transfiguration? Is reading by nature an apocalyptic pursuit? Students consider apocalyptic texts as anticipations of millennial promise, as works of political protest, and as dire prophecies of impending ecological catastrophe. Students also think about the particular character of apocalyptic imagination in contemporary American culture. Writers to be studied include William Blake, William Wordsworth, Lord Byron, Mary Shelley, Elizabeth Barrett Browning, Sigmund Freud, Samuel Beckett, Jorie Graham, and Margaret Atwood.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 214 - Inside/Out: The Literature of Interiority and the Interiority of Literature**

An introduction to literary study focusing on interiors — psychological, architectural, and literary. Aligning 19th-century developments in domestic architecture with changing ideas of personal subjectivity, we will ask, in turn, how such models structure our understanding of the literary text — as that which has been written and is to be read in private, as that which speaks to our most intimate experience, as that whose formal complexity doubles the domestic interior as a world apart from work and public politics.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 217 - Introductory Workshop in Creative Writing**

An introduction to the reading and writing of fiction, non-fiction, or poetry. In a given term, the emphasis is determined by the instructor.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 219 - American Literature and the Environment**

An introduction to literary study that focuses on human responses to their environments and ecologies. This course explores representations of relationships between people, places, and animals in American fiction, poetry, and non-fiction from the early American Renaissance to the postmodern period. Questions of how environments are inflected by gender and racial positions, as well as literature's insights into issues of environmental justice and sustainability, are addressed through works by writers such as Wendell Berry, Charles Chesnutt, Annie Dillard, William Faulkner, bell hooks, Aldo Leopold, Marilynne Robinson, Wallace Stevens, and Jean Toomer.

**Credits:** 1.00  
**Crosslisted:** ENST 219  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 220 - The Booker Prize: Examining a Prize, Examining an Empire**

The Booker Prize is awarded annually to a new novel published in the UK by an author from the UK or a former territory of the British Empire. This class will follow the 2017 Booker Prize proceedings and the class schedule will be built live alongside developments in the 2017 prize season over the course of the fall semester. Students will dissect the evolving aesthetics and politics of the prize. Why is the Booker a cultural phenomenon in England and what does it mean to consider the former "Empire" through these largely post-colonial texts? What roles do the judges, the sponsors, and the British and international reading public have? Readings: selected books from the 2017 long/short list, Salman Rushdie's *Midnight's Children*, Beryl Bainbridge's *Master Georgie*, Paul Beatty's *The Sellout*.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 266 - Introduction to Drama**

A survey of theater history and dramatic literature from ancient Athens through the early 19th century. Plays include not only classics of Western drama but also exemplary theater texts from around the world.

**Credits:** 1.00  
**Crosslisted:** THEA 266  
**When Offered:** Usually in the fall semester

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Restrictions:** Students with credit for ENGL 211 may not receive credit for ENGL 266

**Recommended:** Students intending to major/minor in theater usually take either THEA 266 or THEA 267 by the end of sophomore year.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ENGL 267 - Modern Drama**

A survey of the new theatrical styles to emerge around the world in the 19th and 20th centuries. Course readings closely consider the relationship between a play's literary form and its realization in performance, as well as theater's response to the emergence of film, television, and new media.

**Credits:** 1.00

**Crosslisted:** THEA 267

**When Offered:** Usually in the spring semester

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Recommended:** Students intending to major/minor in theater usually take either THEA 266 or THEA 267 by the end of sophomore year.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ENGL 290 - London English Study Group Preparation**

Required of and limited to participants in the London English Study Group and is taken the term before the group's departure.

**Credits:** 0.25

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENGL 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 301 - History of the English Language**

A study of the historical development of the English language from the first written records of the Anglo-Saxon period to the present day. The course is concerned both with the linguistic "laws" governing the development of English and with the political, economic, and cultural factors that have helped to determine the character of the language spoken today. Students engage in some close study of earlier forms of English. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 302 - The Literature of the Early Middle Ages**

A study of early medieval literature, focusing mainly on the great tales and poems of the Germanic and Celtic traditions. Readings include such representative major works as *Beowulf*, the Irish epic *Táin Bó Cúailnge*, the Welsh *Mabinogi*, and selected Icelandic sagas. By approaching these texts both as literary works and as characteristic expressions of their respective cultures, the course works toward situating Old English literature in a broader European context. Texts are in translation, with some exposure to original languages for interested students. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 303 - Medieval Merchants, Knights, and Pilgrims**

A study of engagements with the world in medieval English accounts of history, adventure, travel, and pilgrimage, suggesting the sense of challenge, opportunity, and threat that the world beyond Britain's watery borders seemed to offer. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 304 - Introduction to Early Medieval Languages of Britain and Ireland**

An introduction to the languages, literatures, and history of the early medieval cultures of Britain and Ireland. Depending on the semester, the course may concentrate on Old English, Old Irish, or Middle Welsh. The heart of the course is an intensive study of the chosen language, combining thorough and systematic instruction in the basic elements of the language with translation of selected readings from texts by early medieval authors. The course examines the cultural and historical backgrounds of early medieval literature; students work on developing the philological expertise to be able to address such topics as the heroic ethos, the impact of Christianity on the pagan peoples of western Europe, and the roles of women in early medieval society. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 305 - The Female Protagonist**

A study of women's roles in British and American fiction in the 18th, 19th, and 20th centuries.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 306 - Race, Slavery, and Society in the American Renaissance**

A study of American literature in the context of society and culture in the United States from 1830 to the end of the Civil War in 1865, with special emphasis on the impact of the abolitionist and women's rights movements. The diverse readings include works by Frederick Douglass, Ralph Waldo Emerson, Fanny Fern, Margaret Fuller, Nathaniel Hawthorne, Harriet Jacobs, Herman Melville, Harriet Beecher Stowe, Henry Thoreau, and Walt Whitman.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 307 - The American Novel**

A study of representative works by 19th- and 20th-century American novelists.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None



**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 309 - Fiction**

A study of narrative fiction. Students should consult the department and registration material to learn what specific topic will be considered during a given term.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 310 - African American Humor**

A study of public and private African American humor as entertainment and survival, as well as a vivid expression of the black experience in America. The course traces African American humor from its African roots, through slavery, minstrelsy or blackface entertainment, vaudeville, early silent movies, and radio, on to television and today's more explicit expressions in concerts, comedy clubs, and motion pictures.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 313 - Restoration and 18th-Century Literature and Culture**

Works of John Dryden, John Milton, Mary Astell, Daniel Defoe, Lady Mary Wortley Montagu, Jonathan Swift, and Alexander Pope analyzed in light of their political, religious, and literary background. Figures from the cultural context of the period - Wren, Handel, Hogarth - are also studied. (Pre-1800 course.)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 315 - The Romantic Poets and Essayists**

An intensive introduction to the momentous literary historical period (from the late 18th Century through the early 19th Century) identified retrospectively as Romanticism. The course considers how Romantic poets

and essayists employ the literary medium to figure, participate in, process, and/or respond to intertwined developments in history, aesthetics, philosophy, and literature itself. Readings include works by Edmund Burke, Lord Byron, Samuel Taylor Coleridge, Thomas De Quincey, William Hazlitt, John Keats, Charles Lamb, William Wordsworth, the Shelleys, Charlotte Smith, and more.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 316 - Banned Books**

A study of books banned in the United States and/or elsewhere in the world. This course will examine the controversies that have surrounded these works and consider why historical and sociopolitical episodes led to acts of censorship. The course will interrogate arguments for and against free speech. What is intellectual freedom? How and why have various pressure groups protested? Should there be limits on a citizen's freedom to read and/or publish work that does not accord with the religious or political beliefs of another person or interest group? Students will engage complex works of literature that have been called obscene, irreligious, racist, sexually explicit, and/or graphically violent. Writers to be studied may include Richard Wright, Vladimir Nabokov, Toni Morrison, Ken Kesey, Alison Bechdel, and Sherman Alexie.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 317 - American Poetry**

An exploration of the evolution of American poetry from the Romantic era - during which Ralph Waldo Emerson and Walt Whitman created new poetic forms and ideas that articulated an American notion of poetic form. The course deals with the traumatic impact of the Civil War on American culture and the ensuing transition from late Victorian culture to the dynamic period of artistic change defined by Modernism and World War I. Poets studied include Emerson, Longfellow, Whitman, Dickinson, Melville, Stephen Crane, Pound, H.D. (Hilda Doolittle), Eliot, Hart Crane, Sterling Brown, W.C. Williams, Wallace Stevens, Robert Frost.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 318 - Post World War II American Poetry**

An exploration of major poets of the post World War II era. This course contextualizes the poets within the major social and political climates of the 1950s, '60s, and '70s. The impact of the Cold War, McCarthyism, the Civil Rights movement and the rise of the Black Arts Movement, and the second wave of Feminism are studied in relation to the poets emerging from these cultural milieus. Poets include Roethke, Lowell, Ginsberg, Berryman, Bishop, Plath, Sexton, Rich, Brooks, Baraka, Hayden, and others.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 321 - Shakespeare**

Selected comedies, tragedies, and histories of Shakespeare, considered from a variety of critical, theatrical, historical, and textual perspectives, depending on the individual instructor's interests. Students may take both 321 and 322, although only one of these courses may be counted toward the pre-1800 requirement for the English major. (Pre-1800 course.)

**Credits:** 1.00

**Crosslisted:** THEA 321

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 322 - Shakespeare**

Selected comedies, tragedies, and histories of Shakespeare, considered from a variety of critical, theatrical, historical, and textual perspectives, depending on the individual instructor's interests. Students may take both 321 and 322, although only one of these courses may be counted toward the pre-1800 requirement for the English major. (Pre-1800 course.)

**Credits:** 1.00

**Crosslisted:** THEA 322

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 323 - Periods in British Literature (London Study group)**

A detailed study of works chosen to illustrate the historical development of literature in Great Britain. Counts toward the pre-1800 requirement for the English major and minor. Taught in London.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 324 - Periods in British Literature (London Study group)**

A detailed study of works chosen to illustrate the historical development of literature in Great Britain. Taught in London.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 325 - Milton**

A study of the works of Milton with emphasis on the early poems and the epic *Paradise Lost*. The course includes close reading of the texts and an examination of their relationship to the art and ideas of the period. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 329 - Inventing Ireland: National Identity - Literary Form in the Irish Republic (Extended Study)**

A study of Irish writers since the late nineteenth century. Eager to shake off colonial influences, Irish writers have sought to define a distinctly Irish literary tradition. This project characteristically worked by turning to history older than anything English, either to the forgotten writings of Irish antiquity or to elements from Classical antiquity. What these writers made is nothing less than our modern sense of Ireland; and Ireland itself figures as perhaps their most important literary creation of all--an all-encompassing palimpsest of history kept present in the very landscape and its monuments.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 331 - Modern British Literature (London Study Group)**

A study of British fiction, poetry, and drama of the 20th century. This course is taught in London.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 332 - London Theater (London Study Group)**

A study of drama, both classic and modern, as it is represented in current London productions. This course is taught in London.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 333 - African/Diaspora Women's Narrative**

Narratives by African, African American, and African Caribbean women writers. The focus of this course is the concept of the African diaspora with its broad cultural, social, political, and economic implications. Students explore how these texts represent women's experience cross-culturally. How does the condition of each nation-state, with its attendant hierarchy of race, ethnicity, class, and gender, shape the (dis)continuities in these texts? Ultimately, they question whether these narratives can cohere under the rubric of African/diaspora women's literature.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 334 - African American Literature**

A study of works by and about black Americans. Short fiction, the novel, drama, poetry, and the essay are examined with an eye for determining the nature of the black American's role, as writer and as subject, in the context of American literature as a whole.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 335 - Searching for Home in South Asian Literatures: Gender, Nation, Narration**

An exploration of what South Asia is and how it has been described/defined using key literary texts and theoretical arguments from writers who both reside inside and outside the region. Students critically examine the different representations of South Asia from the colonial period to the present moment. The course begins by examining classical texts that were revived during British colonialism, moves to exploring colonial representations of countries in the region, and concludes by discussing contemporary postcolonial texts. The gendered nature of colonial, postcolonial, and global processes is an important part of this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 336 - Native American Literature**

A study of literature by First Nations peoples. Works of fiction, nonfiction, drama, and poetry are studied with emphasis on the combination of, and oftentimes conflict between, different expressive traditions. Can an oral tradition become part of a written literature? What is the function of "story" within different cultural traditions? Writers include N. Scott Momaday, Leslie Marmon Silko, Simon Ortiz, Louise Erdrich, Linda Hogan, Luci Tapahonso, Irvin Morris, Esther Belin, and Craig Womack.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 337 - African Literature**

A survey of African literature written in English in the decolonizing, post-colonial, and neo-colonial eras. This course examines a number of outstanding novels and critical writing by African writers, with a particular focus on the ways literary aesthetics change to reflect dynamic national, cultural, and subjective identities.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 339 - Modernist Poetry**

A study of selected British and American poets active between 1900 and 1950. Amidst all the discourse about the "postmodern," it becomes increasingly clear that there is no consensus on what it is "post." More recent versions of the "postmodern" argue that it is not a period but a mode - one coeval with Modernism itself. Modernity and postmodernity can thus be understood only in relation to one another. This course pursues that relation by focusing on poets like W.H. Auden, Sterling Brown, T.S. Eliot, Robert Frost, Langston Hughes, Mina Loy, Marianne Moore, Ezra Pound, Muriel Rukeyser, Wallace Stevens, Melvin Tolson, or William Carlos Williams.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 340 - Critical Theory: Language, Semiotics, and Form**

A survey of important developments in the formation of literary criticism as a modern discipline. Topics may include Freudian, feminist, deconstructive, Marxist, semiotic, and historical approaches.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 341 - Critical Theory: History, Sexuality, and Queer Time**

A survey of key texts in the history and theory of sexuality. This course examines the methodological and epistemological issues involved in writing the history of same-sex desire, and explores the kinds of affect and identification that structure our relation to the past. Topics include 19th- and 20th-century philosophies of history, psychoanalysis, gender and performance, the affective turn in critical theory, and the definition of "queer." Course readings include works of literature and film.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 345 - Victorian Fiction**

An examination of the forms that British fiction took during the era commonly known as the Victorian age (roughly 1837-1901). Texts include works by such writers as Charles Dickens, William Thackeray, Charlotte Brontë, Wilkie Collins, Anthony Trollope, Elizabeth Gaskell, George Eliot, Thomas Hardy, Rudyard Kipling, Robert Louis Stevenson, George Egerton, and George Gissing. Attention is paid to the many forms that Victorian fiction took, and to the variety of topics that it addressed. There are opportunities to consider such subjects as Victorian publishing practices, fiction as a vehicle for social criticism, the relationship of fiction to other cultural forms, and the growing frankness of mainstream fiction.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 346 - Victorian Poets & Essayists**

A close study of works by British poets and essayists of the Victorian era (1837-1901), with emphasis on their place in 19th-century thought and art and on their varied responses to the period's sweeping political, economic, scientific and technological transformations. Authors studied include Tennyson, the Brownings, Arnold, Mill, Carlyle, Ruskin, the pre-Raphaelites, Lewis Carroll, Pater, Swinburne, Hopkins, Housman, and Wilde.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 349 - Global Theater**

An exploration of Asian, African, intercultural, and postcolonial performance traditions, spanning theater, dance, ritual, and everyday life. Course materials include both classic and contemporary play texts along with selected readings in history, anthropology, and performance studies.

**Credits:** 1.00  
**Crosslisted:** THEA 349  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None



## **ENGL 351 - American Theater**

Asks how we perform our American identities, both onstage and off. Readings include Euro-American, African American, Asian American and Latinx plays from the 19th century to the present along with selected readings in theater history and performance theory.

**Credits:** 1.00

**Crosslisted:** THEA 351

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ENGL 356 - Playwriting**

General principles of playwriting. The goal of the course is the creation of a finished work: a one-act play, one act of a longer play, or a complete play. Writing for the theater represents emotional and artistic commitment and intellectual pursuit. As part of the learning process, students tackle the artistic and pragmatic challenges of building methodically from the seeds of inspiration to the crafting of the well-written play. Text analysis investigates classic and modern plays. The class is a first-hand initiation into the vocabulary and technique of collaboration for the development of original material.

**Credits:** 1.00

**Crosslisted:** THEA 356

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ENGL 360 - Living Writers**

An examination of how serious writing is achieved. The focus of Living Writers is on contemporary fiction writers, who will be present in this class at Colgate each fall. The course is taught by one or more faculty with guest lecturers from across the university. Students read stories and novels by each writer on the syllabus. Each week the writer whose work has been under discussion visits the class. The presentation is followed by a public reading.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ENGL 361 - Chaucer's Canterbury Tales**

The social, political, and cultural background to Geoffrey Chaucer's *Canterbury Tales*. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 363 - Contemporary Fiction**

A study of very recent short and long fiction by writers both renowned and slightly secret. Students should consult the department and registration material to learn what specific topic will be considered during a given term.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 364 - American Writers: Studies in Nonfiction**

A course in 20th- and 21st-century writers and the forces - historical, social and cultural - that shaped their work. This course focuses on traditional forms of nonfiction, such as literary journalism, the memoir, and the personal essay, as well as innovative forms that blur the boundaries between fiction, nonfiction and poetry. Among the writers are Henry Adams, Mary McCarthy, James Agee, Truman Capote, Norman Mailer, Hunter S. Thompson, Tom Wolfe, Joan Didion, David Foster Wallace, Susan Orlean, and Dave Eggers.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 365 - Fugitive Mobilities: Migration and Environmental Imagination in 20th-Century America**

A study of American literature in the 20th century with a focus on the aesthetic, environmental, and cultural meanings of mobility, particularly as practiced by figures that move - or refuse to move - in defiance of the dominant culture: vagabonds, migrant laborers, fugitives. To uncover the racial and political meanings of twentieth-century mobilities in the Americas, we will explore texts in a variety of media - narrative fiction, poetry, literary nonfiction, photography, sound recordings, and film - and theorize these mediums from a range of perspectives. Major figures include John Dos Passos, Dorothea Lange, William Faulkner, Zora Neale Hurston, Susan Sontag, Toni Morrison, Cormac McCarthy, Ida B. Wells, Sherman Alexie, and Richard Wright.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 367 - Jamaica in the Literary Imagination (Study Group)**

An introduction to Jamaican literature from the plantation to the diaspora, spanning a period from 1930 to the present. While this historical framing is central to the organization of the course, the study is not strictly a historical survey, but rather an attempt to read Jamaican literature produced at different historical moments, in rural and urban, global and local spaces, and across perspectives mediated by differences and convergences of race, gender, sexuality, and location. Writers may include Claude McKay, Roger Mais, Erna Brodber, Curdella Forbes, Margaret Cezair-Thompson, among others. Students examine how the historical forces of colonialism, nation building, migration, and the information age have helped to shape how the selected writers from different spaces and identities imagine Jamaica's culture, cultural products, and geopolitical relations in the global world.

**Credits:** 1.00  
**Crosslisted:** ALST 367  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 368 - After Genocide: Memory and Representation**

An investigation of the impact of genocide on the self and the imagination's representations in literature, film, and art. Primary texts include poetry, memoir, video testimony, film, and visual art. Scholarly methodology involves readings of literary criticism and theoretical work in the study of trauma, literary theory, and testimony. Among the questions the course asks are: How does trauma shape imagination and open up access to the site of disaster that is now carried in fragments which inform memory? How do representations of violence shape and inflect aesthetic orientations and literary and artistic forms? The course concerns itself with the aftermath of two 20th-century genocides--that of the Armenians in Turkey during World War I and of the Jews in Europe during World War II--both seminal events of the 20th century that, in various ways, became models for ensuing genocides.

**Credits:** 1.00  
**Crosslisted:** PCON 368  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 374 - Creative Nonfiction Workshop**

A workshop in the reading and writing of creative nonfiction, especially the memoir and the personal essay.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Instructor approval on the basis of writing samples

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 377 - Fiction Writing Workshop**

A workshop in the writing of prose fiction. The course includes study of other writers' work, with group analysis of students' work and individual conferences.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Instructor approval on the basis of writing samples

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 378 - Poetry Writing Workshop**

An advanced workshop in the writing of poetry; includes group analysis and criticism.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Instructor approval on the basis of writing samples

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 379 - Literary Journalism**

A course in canonical and cutting-edge works from the 1930s to the present. When journalists borrow the tools of fiction writers to craft compelling true stories, we call them literary. Students read and analyze texts by such writers as Joseph Mitchell, Calvin Trillin, John Hershey, Truman Capote, Norman Mailer, Hunter S. Thompson, Tom Wolfe, Joan Didion, Michael Herr, Tracy Kidder, Jane Kramer, Susan Orlean, and Alex Wilkinson.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 385 - Drama, Fiction, and Poetry of Tudor England**

Courtly and popular writing in England, 1485-1603. Writers studied include the canonized greats (Sidney, Spenser, Marlowe, and Shakespeare) and their equally flamboyant contemporaries. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 386 - Poetry, Prose, and Drama in the Century of the English Revolutions, 1600-1700**

A study of the impact of Renaissance science and political and economic turmoil on English literature through the revolution of mid-century. The course includes works in prose, poetry, and drama of the "metaphysical" and "cavalier" schools: Donne, Jonson, Webster, Herbert, Herrick, Browne, Marvell, and their contemporaries. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 388 - British Fiction I, ca. 1700 - 1870**

A study of representative works, from the early novel through the Victorian period. Readings include novels by such writers as Defoe, Richardson, Fielding, Sterne, Austen, Brontë, Eliot, and Dickens.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 389 - British Fiction II, ca. 1870 - 1930**

A study of representative works. Texts may include Hardy, *Tess of the D'Urbervilles*; Conrad, *Lord Jim*; Lawrence, *Sons and Lovers*; Woolf, *To the Lighthouse*.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 402 - Medieval Celtic Literature**

A study of selected texts from the medieval Welsh and Irish literary traditions. Readings span the period from the 7th to the 15th centuries and include such works as the Irish epic *Tain Bo Cuailnge* ("The Cattle Raid of Cooley"), the Welsh mythological stories of *The Mabinogi*, and the love and nature poetry of Dafydd ap Gwilym. The course considers these works as cultural and historical artifacts, and also explores their accessibility to more modern critical and theoretical approaches. (Pre-1800 course.)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 405 - The Brontës**

A consideration of the major works of the Brontës: Charlotte Brontë's *Jane Eyre* and *Villette*, Emily Brontë's *Wuthering Heights*, and Anne Brontë's *Agnes Grey* and *The Tenant of Wildfell Hall*. This seminar also examines Brontë biography, taking Elizabeth Gaskell's *The Life of Charlotte Brontë* as its point of departure. Students gain an understanding of the Brontës' literary and social contexts; they also gain an appreciation of the powerful myth that has grown up around these three sisters.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 408 - Literature of Medieval Women**

A study of key medieval texts from the 12th to the 15th centuries in which the authors attempt to articulate individual identity in relation to the medieval social codes and expectations that shaped their experience. Students consider such issues as love, gender, religious vocation, and court and town life. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 412 - Jane Austen and the Rise of the Woman Novelist**

A reconsideration of the history of the novel in the 18th century, using contemporary critical approaches to early women novelists. Jane Austen has held an unchallenged place in a great tradition of 19th-century authors, but has only recently been read in the context of her female predecessors. Reading Maria Edgeworth, Fanny Burney, and Charlotte Lennox gives students a new way to read Austen; reading among the many current critical theories about women as producers and consumers of fiction in the 18th century helps raise more general questions about the literary canon and how it has been formed. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 418 - Studies in American Literature**

An advanced seminar in a topic - author, genre, or theme - in American literature.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 420 - Emerson and Thoreau**

A study of the two major figures of American transcendentalism in their social, political, and religious context. The course focuses on the major writings of Emerson and Thoreau, with some attention to related works by their contemporaries.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 421 - The Epic Poem in America**

An exploration of the long poem cycle in American literature. The course argues that the poem of collage-like sequences and open-ended structures is a distinctively American form that embodies a vision of American poets, history, and culture. Poets to be studied include Walt Whitman, Hart Crane, H.D. (Hilda Doolittle), Gary Snyder, William Carlos Williams, and others.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 422 - Confession and Rebellion: American Literature in the 1950s**

An investigation of the innovative forces of post-World War II American literature. The course will review the tumultuous decade of the 1950s during which time the United States was catapulted into a Cold War with the Soviet Union and a congruent episode of anticommunist hysteria known as McCarthyism. This initiated the new nuclear age created with the dropping of the bomb on Hiroshima. It was also a decade defined by the struggle with Jim Crow racism and the emergence of a new Civil Rights movement, the birth of the second wave of feminism, and the emergence of a rich range of cultural criticism focused on issues including the social construction of the American family, corporate and suburban conformism, sexual repression, and the destructive capacities of the new military industrial complex. Out of this charged political and cultural situation, writers created some of the most innovative literary works in modern American history.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 425 - Dickens and His Time**

A study of Dickens's writings in their intellectual and social context and as major works of art.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year, Sophomore  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None



## **ENGL 431 - Ethnographic Fictions: Travel Writing, Bearing Witness, and Human Rights**

Helps students navigate fiction's complex relationship with representation and reality. Scans a broad spectrum of texts, beginning with 18th- and 19th-century European novels, and continue onto contemporary writings from the postcolonial world. Students discuss the complex ways in which fiction documents the social world, produces historical archives, bears witness to trauma and violence, and memorializes loss, but also rejects and/or makes readers critically aware of realism's positivist impulses. Also guides students in reading theoretical texts on the topic. Possible authors include Daniel Defoe, Rudyard Kipling, Leonard Woolf, Bertolt Brecht, Chinua Achebe, Chimamanda Ngozi Adichie, Michael Ondaatje, and David Henry Hwang.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ENGL 433 - Caribbean Literature**

A study of the literature and culture of the Caribbean through prose and poetry written in English. Topics vary from term to term. They include routes and roots, Caribbean women writers, and Caribbean identities.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ENGL 436 - Johnson and His Circle**

A study of British literature of the later 18th century. During the latter part of the 18th century, there was an expansion of the definition of "literature." The new genre of fiction became both more popular and more respected; new importance was attached to literary criticism and the essay; and literary biography emerged as a significant genre. Texts include the writings of the poet, literary critic, lexicographer, and biographer Samuel Johnson; those of his biographer James Boswell, who was also one of the most important autobiographers in history; the first epistolary novel, *Evelina*, by Johnson's protégée Frances Burney; and *Tristram Shandy*, the first "anti-novel," by their contemporary Laurence Sterne. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ENGL 437 - Literature and Culture**

A study of seminal writings from the 100-year period between Carlyle's *Sartor Resartus* (1834) and Ezra Pound's *Guide to Kulchur* (1938). The course considers how the notion of culture has informed understanding of the nature and purpose of art and literature.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** One course in 19th-century British literature is recommended.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 441 - James Joyce**

A study of several of the author's major works, including *Ulysses*.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Recommended:** Prior course work in Shakespeare, 19th- or 20th-century narrative recommended.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 443 - Modernist Poetry**

An advanced seminar in the work of one or several authors, examining the relations between modernist literary experiment and its cultural contexts.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** One course in 19th-century poetry is recommended.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 444 - Modern Wisdom Literature**

Developing from the "wisdom literatures" of both Greco-Roman and Hebrew tradition, the modern aphorism is characterized by its brief and often pointed expression of an observation or precept. It differs from, say, maxims, proverbs, or apothegms in that it turns on paradox and antithesis; it differs from earlier forms in the ways it undermines rather than supports certainty. This seminar explores the relations of literary form to convictions about the nature and limits of human knowledge, habits of reading, and its uses in life. The course follows the transformation of the aphorism both as form and as impulse as it is reinvented in the Modern period—chiefly following the example of Friedrich Nietzsche—and explores its character as a lyrical corrective to overly definitive and linear ways of organizing and writing about experience.

**Credits:** 1.00

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 445 - Life Writing: The Renaissance**

An exploration of the relationship between life writing, as practiced by modern biographers of Renaissance subjects, together with the autobiography and "self-fashioning" practiced by early modern subjects. Emphasis is given to understanding of the literature and the cultural history of the early modern period as a narrative told by both early subjects and their later commentators. The scope of subjects extends across a variety of countries representing "characters" that include the Merchant, the Prince, the Artisan, and the Common Person. (Pre-1800 course.)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year, Sophomore  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 447 - Studies in the 19th Century**

An advanced seminar in a topic, author, genre, or theme in English literature, 1798-1901.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 458 - Shakespeare's Contemporaries**

English drama from the mid-16th century to the closing of the theaters in 1642, including plays by Kyd, Marlowe, Jonson, Middleton, Webster, and others of Shakespeare's contemporaries. (Pre-1800 course.)

**Credits:** 1.00  
**Crosslisted:** THEA 458  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 460 - Studies in the Middle Ages**

An advanced seminar in a topic - author, genre, or theme - in medieval British literature. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 461 - Studies in the Renaissance**

An advanced seminar in a topic - author, genre, or theme - in English literature, 1580-1660. (Pre-1800 course.)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 477 - Advanced Workshop**

An advanced workshop in the writing of fiction, poetry, and/or creative nonfiction. Depending on the semester and the instructor, the course may be structured around a topic, a genre, or both. It will always include the study of literary texts, discussion of student work, and one-on-one conferences. Preference is given to students who have already taken at least one 300-level creative writing workshop and who are majoring in English with an emphasis in creative writing. While this course is required for all students pursuing honors in creative writing, it is also open to students who are not pursuing honors. This course does not fulfill the major requirement for a 400-level seminar in literature.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Instructor approval on the basis of writing samples

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENGL 489 - Preparation for Honors in English Literature**

This seminar, taken in the senior year, is required of all English majors pursuing a scholarly honors project. The course has a twofold purpose. First, on a theoretical level, it problematizes familiar attitudes about and approaches to literary texts and contexts, while introducing students to the methodologies of twenty-first-century scholarship. Second, it inaugurates honors research, requiring the completion of essential preliminary tasks for the thesis that will be written in the spring.

**Credits:** 0.25

**When Offered:** Fall semester only

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** Only Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ENGL 490 - Special Studies for Honors Candidates**

Writing the honors essay. This course must be taken in addition to the nine courses required for the major in English literature and the eleven courses required for the major in English with an emphasis in creative writing.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENGL 492 - English Department Fellowship**

Individually supervised studies for students selected by the department.

**Credits:** 0.50  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ENST 202 - Environmental Ethics**

An introduction to the field of environmental ethics. Several key figures and philosophies in the environmental movement are studied and critically analyzed, with a particular emphasis on ethical reasoning and its influences on environmental policies and practices. Topics to be discussed include animal rights and

the ethical treatment of animals, intrinsic and instrumental evaluations of the natural world and its inhabitants, the value(s) of species and ecosystems, the nature and extent of our obligations to address climate change, as well as central questions of consumption and population ethics in the context of sustainability.

**Credits:** 1.00

**Crosslisted:** PHIL 202

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENST 219 - American Literature and the Environment**

An introduction to literary study that focuses on human responses to their environments and ecologies. This course explores representations of relationships between people, places, and animals in American fiction, poetry, and non-fiction from the early American Renaissance to the postmodern period. Questions of how environments are inflected by gender and racial positions, as well as literature's insights into issues of environmental justice and sustainability, are addressed through works by writers such as Wendell Berry, Charles Chesnutt, Annie Dillard, William Faulkner, bell hooks, Aldo Leopold, Marilynne Robinson, Wallace Stevens, and Jean Toomer.

**Credits:** 1.00

**Crosslisted:** ENGL 219

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENST 232 - Environmental Justice**

In the wake of the environmental movement and the civil rights movement rose a crosscurrent of issues combining problems of social justice and environmental issues. During the past two decades, this crosscurrent has swelled to produce a new social movement: the environmental justice movement. This course explores the terms and ideas of environmental justice by addressing the key issues of environmental racism, distributive justice, political and cultural representation in environmental struggles, alternative theories of justice generated from disenfranchised groups, grassroots politics, and concepts of environmental identity. These issues are introduced and discussed mainly in the context of the U.S. environmental justice movement, with some international context highlighted periodically.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 233 - Global Environmental Health Issues**

Environmental health is a field of interdisciplinary study that integrates human society and behavior with ecological processes to understand environmental dimensions of human health. This course focuses on knowledge generated in the natural and social sciences that concerns human-environmental interactions and its implications for human health risk. It introduces students to the conceptual and empirical underpinnings of the direct and indirect relationships between environment and health, approaches to measuring these relationships, and the ways in which health policies, programs, and clinical practices have been organized to reduce risk at various geographic scales: locally, nationally, and internationally. Regional implications of global climate and other global processes provide an important context for the course. This course also explicitly demonstrates the importance of an interdisciplinary approach to investigating questions in global environmental health and the complexity of environmental analysis.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 240 - Sustainability: Science and Analysis**

Using scientific evidence and tools, this course presents sustainability issues and solutions through environmental science and engineering perspectives. Students will learn about the theories and evidence behind major environmental phenomena, and students will use scientifically-grounded arguments to think critically about complex environmental challenges and possible sustainable solutions. Topics to be discussed include dependency on fossil fuels, the stress of population growth and consumption on the environment, and recycling. Students will also have the opportunity to conduct several hands-on experiments and to analyze data using statistics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 241 - Sustainability and Climate Action Planning**

Explores the initiatives, programs and policies being implemented at the local and regional government level to promote sustainability and address climate change. Students will investigate diverse policy pathways from national and local case studies. Students will work in groups with community partners, including some in the upstate New York region, to solve complex challenges facing local governments and organizations trying to enact meaningful climate change mitigation and adaptation strategies, and sustainability-related policy. These projects will be informed by different theoretical orientations to sustainability, allowing students to gain practical experience in civic engagement and policy making.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 250 - Environmental Policy Analysis**

Explores the theories and methods of policy analysis as applied to U.S. environmental policymaking. Policy analysis is an applied social science that draws on diverse methods to generate information designed to be used in political settings and inform policy decisions. Specific environmental issues such as pollution regulation, wildlife and ecosystem management, and climate/energy issues will be explored. Students learn, among other skills, to: define problems using data to describe environmental change, construct policy alternatives using various analytical techniques, define evaluative criteria, assess the alternatives, and draw conclusions.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **ENST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 309 - Australian Environmental Issues (Study Group)**

Covers key geographic and environmental issues in Australia with a particular focus on environmental diversity. Through class lectures and discussion, critical reading, independent research papers, and field trips, students consider how the geologic and environmental history of Australia shaped biodiversity, and how humans have affected these natural communities. Field excursions will introduce students to Australia's rich and diverse flora and fauna, its environmental and cultural heritage, and illustrate current challenges in environmental protection and management. Trips within New South Wales include: Sydney, Canberra, Jervis Bay, Royal National Park, Budderoo National Park and Port Kembla. An additional 5 day trip takes the group to Queensland to visit the Atherton Tablelands, tropical rainforests and the Great Barrier Reef.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None



**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ENST 313 - Environmental Problems and Environmental Activism in the People's Republic of China**

Explores China's complex environmental issues, their historical roots, and social implications. It also examines the rise of environmental social activism in China. The course will utilize pedagogical methods from InterGroup Relations (IGR) to provide students with the intellectual tools to analyze issues of power, privilege, and identity and by extension, their own position in the world in relation to these environmental issues. This course is linked to an extended study to China. Students will travel to the People's Republic of China, where they will examine sites of environmental problems, but also meet activists and see their work in progress. The trip will also bring to the forefront some of the issues of power, privilege, and race issues that were discussed in the course.

**Credits:** 1.00  
**Crosslisted:** ASIA 313 & SOCI 313  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **ENST 313E - Environmental Problems and Environmental Activism in the People's Republic of China (Extended Study)**

This extended study is linked to the on-campus course ENST 313. Students will travel to the People's Republic of China, where they will examine sites of environmental problems, but also meet activists and see their work in progress. The trip will also bring to the forefront some of the issues of power, privilege, and race issues that were discussed in the course.

**Credits:** 0.50  
**Crosslisted:** ASIA 313E & SOCI 313E  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ENST 313L - Environmental Problems and Environmental Activism in the People's Republic of China Lab**

Examines the rise of environmental social activism in China; the historical, political, cultural, and economic roots of China's current environmental problems, including deforestation, air pollution, water pollution, and species loss. Students learn theories of environmental justice and explore the rise of environmental activism in the PRC. The course will utilize pedagogical methods from InterGroup Dialogue (IGD) to provide students with the intellectual tools to analyze issues of power, privilege, and identity and by extension, their own position in the world in relation to these environmental issues.

**Credits:** 1.00  
**Crosslisted:** ASIA 313L & SOCI 313L  
**Corequisite:** ENST 313  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ENST 315 - Applied Natural Resource Conservation**

This community-based research course challenges students to work with local land trusts in solving meaningful environmental problems. Land trusts are non-profit organizations with missions to protect natural resources (e.g., clean water, forests, and open space) of value to their members. Students will work as members of an interdisciplinary team to develop solutions to complex problems faced by land trusts in central New York. Lectures and discussions regarding conservation theory and practices provide an intellectual framework for these applied projects. Students will gain practical experience working in interdisciplinary teams and using contemporary technologies to facilitate effective collaboration.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** At least two courses related to environmental studies  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** BIOL 330  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ENST 316 - Nature, Technology, and the Human Prospect**

Explores the complex interrelationships among Nature, technology, and people, especially the interactions that reconfigure what it means to be human. The aggregate significance of modern technologies is radically transforming the natural and human-built world in good and bad ways, even within remote societies and ecosystems. How do technologies control or influence the ways people value parts of the world over other parts, the ways they value the moment over the future and the past, the ways they value rapid change and innovation over long-standing traditions and slow-changing landscapes? These are some of the complex moral issues raised by the technological enhancement across the globe that is examined by careful reading, writing, argumentative discourse.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **ENST 319 - Food**

Food is fundamental — it sustains us and is essential for our survival — but food is more than just what we eat. Food is also a commodity with complex global markets and ecological impacts; it is highly regulated through our political processes and institutions; and it forms a key part of our culture and the social rhythms

of everyday life. This course explores these many dimensions of food, focusing especially on key questions about where it comes from, how it is produced, and how it is embedded in our economic, political, and cultural institutions. Students participate in a service learning internship at Common Thread Community Farm in Madison, NY. The course also involves field trips to and guest speakers from local food and farming communities.

**Credits:** 1.00

**Crosslisted:** SOCI 319

**Corequisite:** None

**Prerequisites:** ENST 232 or (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210) and students must have an open morning (no other enrolled courses) on Wednesday, Thursday, or Friday, from 8 a.m. until 12 p.m., in order to accommodate the farm internship component of the course.

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **ENST 321 - Global Environmental Justice**

Global environmental justice examines both procedural and distributive inequities as well as injustices in political relationships among nation states. Additionally, it places emphasis on a variety of global political issues, which have evolved from environmental concerns that transcend national boundaries. This intermediate course expounds on the concepts and theories of environmental justice from an international perspective. It evaluates the international frame of environmental justice from a human rights perspective and its applicability to different case studies. A close examination of the theoretical North-South relationship, in terms of dependency and exploitation of peripheral (South) countries by core (North) countries, is central to the course. It analyzes a constellation of issues labeled as global environmental justice, such as tribal exterminations, dislocations of marginalized communities, and resource conflicts. Real world examples of environmental justice cases are critically assessed to develop an understanding of the complex relationships among actors that lead to environmental injustices.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ENST 324 - Hunting, Eating, Vegetarianism**

Historically, hunting for food has represented one of the most direct ways in which people have engaged with nature. Some scholars even believe that the "hunting instinct" is a fundamental aspect of human identity. People in modern industrialized societies, however, often have little idea about the origins of the flesh they consume, most of which is raised and slaughtered on an industrial-scale. While the majority continue to eat meat, poultry, and/or fish, a minority have chosen to become locavores, vegetarians, or even vegans for ethical, religious, cultural, health-oriented, or environmental reasons. Others continue to hunt and fish but within ecosystems dramatically altered by human intervention and amidst cultural landscapes complicated by commercialized and trophy hunting. Drawing upon a wide range of sources including literature, artistic and documentary films, works of popular culture, autobiographical accounts, online hunting (and anti-hunting) forums, diverse web resources, self-reflective essays, and scholarly approaches ranging from animal studies to humanistic ecocriticism, this course investigates the intertwined themes of hunting,

industrial versus family farming and slaughter, eating, vegetarianism, and the ethical and existential choices they present to members of modern industrialized societies. Fishing and fish farming are also considered more briefly.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ENST 333 - Environment and Community Health in Africa: A Case Study in Rural Uganda (Extended Study)**

The majority of this extended study is held in villages proximate to Bwindi Impenetrable National Park in southwestern Uganda. The curriculum focuses on health issues including disease prevalence and access to health care in remote villages adjacent to national parks. Ecological dimensions of human health are considered including infectious disease transmission, sanitation and access to water, nutrition and household environment. Students participate in the following educational projects with a diverse array of community leaders: 1) training workshops in research methods for clinical and community health; 2) field studies with health professionals to improve health data collection; 3) community outreach to understand environmental and community health assets and needs in the region. Ideally, students should bring background and interests in environmental studies, biology and geography. Prior research experience is not necessary; however, to be eligible, students must register for or have successfully completed one of the following courses: BIOL 220, BIOL 330, BIOL 364, BIOL 371, BIOL 491(Frey); GEOG 245, GEOG 314, GEOG 316, GEOG 336, GEOG 491(Scull or Kraly).

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** BIOL 220 or BIOL 330 or BIOL 364 or BIOL 371 or GEOG 245 or GEOG 314 or GEOG 316 or GEOG 336 (prerequisite may be taken concurrently)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ENST 336 - Renewable Energy: Research and Implementation**

Finding energy resources that minimize damage to the environment is a challenge that today's students will face throughout their lives. This course introduces students to renewable energy technologies as well as the issues involved in carbon capture and storage from fossil fuels. Class meetings are augmented with field trips to sites at which renewable technology is being researched or implemented.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ENST 336E - Renewable Energy: Research and Implementation (Extended Study)**

This extended study course gives students the opportunity to learn about current research on renewable energy in Norway and also learn about a very different set of beliefs regarding environmental protest than is common in the U.S. Norway has a strong commitment to mitigating global warming that is shown both in its support of research on renewable energy and its willingness to tax fossil fuel energy. In addition to visiting research labs and government offices, student also see some of Norway's famous fjords and glaciers in order to understand the northern landscapes that are threatened by global warming.

**Credits:** 0.50

**Corequisite:** ENST 336

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ENST 340 - Environmental Cleanup: Methods and Regulation**

Introduces students to the major hazardous environmental pollution problems in the US and the regulatory framework within which these problems are managed. Students will be challenged to examine the processes and structures that lead to hazardous environmental pollution, the strategies that are used to clean up environmentally polluted spaces and determine the major hazardous pollutants that are of highest concern for federal regulators. Additionally, students will critically assess the current regulatory framework for environmental pollution control, determining the strengths and weaknesses of these statutes. Finally students will be presented with the opportunity to research and develop cleanup plans for a specific contaminated site based on field trips to local sites.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **ENST 344 - Managing Complexity: America's Public Lands**

Public land management is inherently complex. Typically there are multiple interested parties and potentially competing goals such as wilderness preservation, recreational accessibility, and resource exploitation. Also, the management of public lands may rest with several agencies. Management decisions made in pursuit of one goal often have implications for other goals, stakeholders, and management agencies. Complexity theory offers a new perspective for understanding the complicated workings of ecosystems, economies, and political systems. Such complex adaptive systems are characterized by feedback loops, chaos, nonlinear dynamics, self-organization, and emergence. The aims of this course are to investigate alternative public land management strategies and apply complexity theory 1) to model qualitatively the intricacies of both natural and human-built systems, 2) to propose and evaluate fresh ecological strategies and management policies for conserving public lands, and 3) to investigate new procedures for mitigating tension among competing interests in the use of public land. The course includes some weekend field trips.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least two courses related to environmental studies

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 345 - Water Pollution: Chemistry and Environmental Engineering**

Examines how chemical properties affect water contaminants' movement in aquatic systems. Using principles of science and engineering, students will examine the toxicity of different manmade and naturally occurring chemicals, applying polynomials and chemistry principles to real world environmental conditions. Students develop scientific analytical skills that will help them to understand the broader field of environmental chemistry. Students explore a range of topics including the acidity (pH) of water and its effect on chemicals' solubility, oxidation-reduction (redox) reactions, and the dissolution of gasses such as carbon dioxide (CO<sub>2</sub>).

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 390 - Community-based Study of Environmental Issues**

This project-based, interdisciplinary course examines current environmental issues in the context of community-based learning. Topics for investigation are selected by faculty, usually in conjunction with the campus sustainability coordinator, the Upstate Institute, or directly with local and regional agencies or organizations. Students get practical experience working in interdisciplinary teams to examine environmental issues with a goal of developing relevant recommendations.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least two courses related to environmental studies

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** ENST 202 and ENST 232 are strongly recommended.

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 490 - Seminar in Environmental Studies**

In this senior seminar, students discuss the relevant literature (from multiple disciplines) and do research on one or more selected environmental issue or issues, chosen by the instructor. Topics differ from year to year. The goal is to achieve an advanced, interdisciplinary understanding of contemporary environmental issues.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ENST 390

**Major/Minor Restrictions:** Only Environmental Studies, Environmental Geology, Environmental Geography, Environmental Biology, Environmental Economics Majors and Minors

**Class Restriction:** Only Senior

**Restrictions:** Senior ENST majors & minors only; others by permission

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **ENST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **FMST 200 - Introduction to Film and Media Studies**

From the films we watch to the personal profiles we maintain online, media saturates our lives. Film and mass media can be powerful determinants of ideology, identity, and historical consciousness. This course is a historical survey of media technologies and environments, combining course readings with a required weekly film screening. The theoretical concepts introduced in this course enable students to critically approach the visual culture around them: just how immersed are we in the virtual, and what are the strategies for engaging with or disengaging from virtual worlds? Students learn to respond to film and media as proactive, critical, and articulate viewers. Students also acquire the vocabulary, conceptual strategies, and interpretive skills necessary to closely analyze the form and content of film and media, as well as the ability to set their own relation to the ideologies all representations convey.

**Credits:** 1.00

**Corequisite:** FMST 200L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FMST 200L - Required Film Screening**

Required corequisite to FMST 200.

**Credits:** 0.00

**Corequisite:** FMST 200

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FMST 210 - Global Cinema**

Explores the production and reception of film in a global context, as well as the various ways individuals and communities around the world create and receive film. Students explore the concept of "national cinema," the interplay of local aesthetic traditions and transnational industrial and artistic practices, the role of cinema in diasporic communities, and the impact of global capitalism on film production, distribution, and exhibition. Films depicting immigration, exile, the refugee, insider/outsider status, and other modes of geographic movement are explored.

**Credits:** 1.00

**Corequisite:** FMST 210L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **FMST 210L - Required Film Screening**

Required corequisite to FMST 210.

**Credits:** 0.00

**Corequisite:** FMST 210

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **FMST 212 - Global Media: Flows & Counterflows**

Regulating and being regulated by a variety of information flows on a daily basis from SMS texts, snapchats, and tweets, to live news feeds, corporate data transfers, and government communiques. We increasingly experience our private and public lives as a hypermediated encounter with the world at large. What impact do these media flows have on our experiences of the local and the global? Simultaneously, how should we understand contemporary mass media themselves as "global"? Have transformations in print, broadcast, and digital media fundamentally altered how we think of the near and the far, the familiar and the foreign, the national and the transnational, the West and the non-West? This course will address these questions through the two structuring notions of the "flow" and the "counter-flow," and analyze the role that media play as both a unifying and a divisive agent, consolidating identities and nationalisms in some instances, and de-territorializing the same in others.



**Credits:** 1.00  
**Corequisite:** FMST 212L  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **FMST 212L - Required Film Screening**

Required corequisite to FMST 212.

**Credits:** 0.00  
**Corequisite:** FMST 212  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **FMST 230 - LGBTQ Cinema/Transnational**

Examines lesbian, gay, bisexual, transgender, and queer film cultures from transnational and global perspectives. Courses on LGBTQ cinema most often focus on North America and Western Europe, well-known for their prolific output of gay, lesbian, and transgender film and media. Less frequently included are the wide range of films produced (since the 1980s and 1990s) from India, Thailand, Hong Kong, Egypt, Tunisia, Guinea, Uganda, Israel, and Russia. Analyzing these films alongside contemporary theoretical discussions of gender and sexuality, students will explore how LGBTQ concerns from non-Western countries continue to test the possibilities of film and media aesthetics and politics, and bring the cinematic form in dialogue with the complexities and geopolitics of gender and sexuality.

**Credits:** 1.00  
**Corequisite:** FMST 230L  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **FMST 230L - Required Film Screening**

Required corequisite to FMST 230.

**Credits:** 0.00  
**Corequisite:** FMST 230  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **FMST 246 - Introduction to Performance Studies**

What is performance? The verb "to perform" can be variously defined as "to carry out an action," "to discharge a duty," "to accomplish a task," and "to present to an audience." Interdisciplinary in nature, students explore performance in the context of the performing and media arts, as well as in the context of ritual, politics, and everyday life. Emphasizes the relationship between performance and race, gender, sexuality, and other vectors of identity: how are various types of difference enacted, articulated, and represented through performative acts?

**Credits:** 1.00

**Crosslisted:** THEA 246

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FMST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **FMST 320 - European Film History and Theory**

An introduction to the methods, concepts, movements, and reception of European cinema from 1945 to the present. Selectively surveying the history and theory of Western, Central, and Eastern European filmmaking, students juxtapose the close study of narrative and film form with theoretical texts. From neorealism to the transnational in film, from the postcolonial to double occupancies, lessons emphasize the historic hybridity of commercial and experimental film in Europe and complicate auteurist approaches to European film culture. The postwar thematic motifs which continually surface in European film's changing social and aesthetic landscape (marginality, desire, and the metropolis) is a focal point of discussion and reflection.

**Credits:** 1.00

**Corequisite:** FMST 320L

**Prerequisites:** FMST 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **FMST 320L - Required Film Screening**

Required corequisite to FMST 320.

**Credits:** 0.00

**Corequisite:** FMST 320

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **FMST 324 - Cinema, Sensation, & Body**

To what extent does watching a movie imitate the body's own sensorial encounters with the world? How do filmmakers use color, sound, lighting, movement, editing and space to create embodied experience? This course is an introduction to these and related questions by examining both cinema's bodily representations, and the relationship between the viewer's body and the events on the screen. The approach is organized around weekly film screenings that include silent film, art cinema, experimental cinema, classical Hollywood melodrama, and the horror film. Readings explore phenomenological theories of the body by Maurice Merleau-Ponty, Vivian Sobchack, Jennifer Baker, Elena del Rio, Laura Marks, Martine Beugnet, and Steven Shaviro. Students explore related approaches such as affect theory, feminism, and the relationship of bodily representation to painting, especially in the depiction of masochism.

**Credits:** 1.00

**Corequisite:** FMST 324L

**Prerequisites:** FMST 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **FMST 324L - Required Film Screening**

Required corequisite to FMST 324.

**Credits:** 0.00

**Corequisite:** FMST 324

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **FMST 333 - Documentary Film**

Surveys the traditions of personal, experimental, ethnographic, and political documentary filmmaking. This overview of the history and aesthetics of documentary examines its origins, forms, goals, and contemporary styles while at the same time problematizing its canonical readings and reception. Issues covered include documentary styles, documentary representation of history and memory, the filmmaker's relationship to the subject and the viewer, and the impact of technology on documentary techniques. Particular attention is paid to the influence that certain social and political movements have had on documentaries and filmmakers. A required film series accompanying the class includes works by directors such as Flaherty, Riefenstahl, Wiseman, Rouch, Morris, Moffatt, and many others.

**Credits:** 1.00  
**Corequisite:** FMST 333L  
**Prerequisites:** FMST 200 or a cinema studies course  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **FMST 333L - Required Film Screening**

Required corequisite to FMST 333.

**Credits:** 0.00  
**Corequisite:** FMST 333  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **FMST 340 - Music, Film, and Media**

Explores the various ways in which sound and music have functioned in visual and sonic media. Tracing the history of sound(ing) media from the advent of the phonograph and the rise of radio through silent film and classical Hollywood cinema, to the concept album and music on television, and finally, to the turn to the digital and sound "in the cloud," students examine a series of musical media "objects" and the theory, rhetoric, and practice that has surrounded them. Particular attention will be devoted to the integration of film, music, and media industries and the ways in which music and sound work with other elements of film and media to reflect and construct social and cultural identities. Through readings, screenings, and written assignments, students acquire the tools and language to analyze and discuss the complex ways in which music, film, and media interact.

**Credits:** 1.00  
**Corequisite:** FMST 340L  
**Prerequisites:** FMST 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **FMST 340L - Required Film Screening**

Required corequisite to FMST 340.

**Credits:** 0.00  
**Corequisite:** FMST 340  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **FMST 341E - Performing & Media Arts in Hong Kong (Extended Study)**

A three-week extended study course in the spring. The course offers students an immersive experience in Hong Kong's vibrant performing and media arts scene. It includes visits to live performances, film screenings, museums, and galleries, as well as lectures and walking tours with Hong Kong-based scholars on the city's history, arts, and culture.

**Credits:** 0.50

**Crosslisted:** THEA 341E

**Prerequisites:** FMST 340 or (ENGL 349 or THEA 349)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **FMST 360 - The Cultural History of the Internet**

Examines the emergence, development, and socio-political outcomes of the explosion of online networks and social groups in the 20th and 21st Century. As the lines between the virtual and the real come together with increasing fluidity, the defining characteristics of community, society, democracy, nation, and selfhood are fundamentally transformed. The hyper-accelerated and globalizing force of the Internet has been met with triumphalism from cyber-utopians and vehement caution from skeptics. Only one thing is certain, the organizing forces of online life have transformed the social fabric of global society. Examining the fluctuating character of citizenship, community, social identity, leisure, labor and economy, love and sexuality, privacy, and social mobilization, we will examine a cross-section of literature on post-Internet life.

**Credits:** 1.00

**Prerequisites:** FMST 200 or ARTS 100

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FMST 374 - Anthropology of Media: Mass-Mediated Cultures**

Examines media in local, national, and global contexts. More specifically, it draws on media theory and on specific ethnographic cases to discern the social force of modern mass-mediated communication within and across contemporary cultures. Topics include the technologization of old media, language and performance; the emergence of mass-mediated "imagined" communities; and new media social networks.

**Credits:** 1.00

**Crosslisted:** ANTH 374

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **FMST 375 - Media and Politics**

Uses a social scientific approach to examine the role that the media plays in American politics. Key areas of inquiry include the function of the media in democracy, the news-making process, campaigning through the news, political advertising, media effects, governing through the news, and infotainment/satire.

**Credits:** 1.00

**Crosslisted:** SOCI 375

**Corequisite:** None

**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210) or FMST 200

**Major/Minor Restrictions:** Only Sociology & Anthropology, Sociology, Film & Media Studies Majors and Minors

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **FMST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **FMST 400 - Special Topics in Film and Media Studies**

This seminar offers an advanced level study of a specific and narrowed field within the discipline of film and media studies. Each year, this course focuses on topics that reflect the breadth of film and media studies at Colgate. Faculty teach in the area of their scholarly expertise on a rotating basis. The seminar may focus on an in-depth study of a filmmaker, or a school of film, or genre, or focus on an advanced study of the history and theory of television or media, among other things.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** FMST 200 and one additional cinema studies course in the FMST minor

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **FMST 400L - Required Film Screening**

Required corequisite to FMST 400.

**Credits:** 0.00

**Corequisite:** FMST 400

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **FMST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **FREN 121 - Introduction to French Language & Culture I**

The FREN 121,122 sequence is a highly interactive course that introduces students to the basic skills of understanding, speaking, reading and writing in the French language. The sequence acquaints students with the rich world of Francophone culture through conversations, the discussion of short texts, the French language table and coffee hours, film, and other resources. Online tools help students understand and appreciate the nuances of French grammar, vocabulary, and expression. Language Placement Guidelines

**Credits:** 1.00  
**When Offered:** Fall semester only

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **FREN 122 - Introduction to French Language & Culture II**

FREN 122 builds upon the skills of understanding, speaking, reading and writing in the French language acquired in FREN 121. Increased proficiency in speaking is achieved through class presentations, debates, films and discussions relating to contemporary issues in the Francophone world. Language Placement Guidelines

**Credits:** 1.00  
**When Offered:** Spring semester only

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **FREN 195 - Elementary-Level French Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 201 - Intermediate French: Conversation and Composition**

Designed to improve students' ability to understand, speak, read, and write French. Class time is devoted to communication activities, a study of intermediate grammar, conversational vocabulary, and Francophone culture. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two or three years of secondary-school French, or a one- year college elementary French course.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who score 3 or higher on the French AP language exam

**Recommended:** May be taken as a refresher course by students who studied French in secondary school as follows: three years of study ending at least one-half year before, four years of study ending at least a year and a half before.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 202 - Intermediate French: Conversation, Culture, and Literature**

Designed to increase the student's ability to understand, speak, read, and write French, this course emphasizes development of reading comprehension. A review of the more difficult points of intermediate grammar is included. A major focus is the acquisition of skills necessary for the study of literature. This course includes vocabulary study, conversational practice, and short compositions based on readings. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Three to four years of secondary-school French, or FREN 201 or equivalent

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who have received credit for 202 by scoring 4 on the AP exam

**Recommended:** Students with more than four years of HS French should not register for FR 202. Those students should register for the appropriate 300-level courses.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 222 - French Literature in Translation**



Analyzes some outstanding works of French literature that are available in translation. Works are chosen from various periods and are considered within their historical and cultural context. Taught in English.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 295 - Intermediate-Level French Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 351 - Introduction to French Literature: From Chivalry to Versailles**

As an introduction, through reading and discussion, to three diverse and formative periods of French literature, this course shows the inspiration and variety of expression that mark each period. Readings include selections from La Chanson de Roland, courtly romance, the fabliaux (all medieval writings are read in modern French versions); prose and poetry of Renaissance France; tragic and comic writers of the French classical theater. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least four years of secondary-school French or FREN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who complete a 400-level course in French may not register for this course.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 352 - Introduction to French Literature: Birth of the Modern**

Studies major works, principal authors, and literary movements of French literature in the 18th and 19th centuries. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least four years of secondary-school French or FREN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who complete a 400-level course in French may not register for this course.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 353 - Introduction to French Literature: Literary Innovations in the 20th to 21st Centuries**

Offers a close reading of some representative works of the 20th and 21st centuries. Selections are chosen from the shorter fiction and essays of outstanding French writers and include such authors as Apollinaire, Gide, Sartre, Camus, Ionesco, Ponge, Ernaux and Modiano. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least four years of secondary-school French or FREN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who complete a 400-level course in French may not register for this course.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 354 - Introduction to French Literature: The Francophone World**

Offers an overview of various bodies of literature written in French outside of France, focusing on five main geographical areas that historically constituted the French empire: the Caribbean, North Africa, West and Central Africa, Asia, and North America. Full texts as well as excerpts from a variety of genres are studied in the context of the history and geography of those regions. Through the exploration of key literary texts, particular attention is given to the effects of colonialism on language, identity, and artistic creation. Language Placement Guidelines

**Credits:** 1.00

**Crosslisted:** ALST 354

**Corequisite:** None

**Prerequisites:** At least four years of secondary-school French or FREN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who complete a 400-level course in French may not register for this course.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 361 - French Composition, Grammar, and Conversation**

Structured as a review of grammatical principles with emphasis on correctness in expository composition in French. Not open to students who score 5 on the AP language exam, except by special permission of instructor. Must be taken on campus to fulfill major or minor requirements. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students with a score of 5 on AP language exam, except by permission of instructor. Must be taken on campus to fulfill major or minor requirements.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 395 - Advanced-Level French Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 401 - Stylistics (Dijon Study Group)**

A study of cultural expression through the writing of formal compositions and the analysis and translation of texts. The course is designed to give advanced students a finer feeling for French style, an awareness of shades of meaning, and a mastery of certain difficulties not discussed in lower-level language courses.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 421 - The Baroque and Classic Theater in France**

This seminar traces the development of French theater through close readings of major and influential theatrical works from the 17th and 18th centuries. Major dramatic genres such as tragedy, comedy, and Romantic drama and their development are examined in their historical and cultural contexts. Through critical readings of these plays, the course identifies an evolving sensibility concerning the definition of the hero and the contingencies of fate, love, and personal choice. The course considers as well the shifting set of literary conventions through which playwright and audience negotiated these ideas. Authors studied may include Corneille, Racine, Molière, Marivaux, and Beaumarchais.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 423 - The 18th-Century Epistolary Novel in France**

Examines some of the French 18th century's most celebrated "letter novels." Through readings of Montesquieu, Graffigny, Rousseau, and Laclos, the course focuses on the formal and thematic development of the epistolary genre over a period of some 60 years. The novels are read against a historical background stretching from the reign of Louis XIV through the French Revolution.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 425 - Libertine Fiction of the French 18th Century**

Beginning in the 17th century under the label *libertinage érudit*, libertine fiction evolves into a major genre in the Enlightenment. The course follows its development through readings of Prévost, Crébillon fils, Diderot, Denon, and Sade, and explores the following questions: How do philosophy, fiction, and sexual politics coalesce in libertine literature? How can one reconcile libertinage - a way of living and writing frequently reduced to passion and sensuality - with the broader currents of the most "rational" century in French literary history? An exploration of libertine literature thus entails a focus on cultural history, and serves as a point of departure for a broader reflection on the Enlightenment.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 427 - Literature of the Renaissance**

A detailed study of the lyric poetry of Louise Labé, Pierre Ronsard, Joachim du Bellay, and Clément Marot. The course explores how each writer seeks to create his or her own unique poetic style within the context of the intense literary creation and experimentation that characterize Renaissance France. Special attention is given to the themes of love and Classical mythology as sources of poetic inspiration. Some attention to Renaissance painting, to the lyric poetry of François Villon, and to selected prose of Marguerite de Navarre, Montaigne, and Rabelais is given in order to illustrate the enormous and varied impact of humanism and the Italian Renaissance.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 429 - The Age of Enlightenment**

Examines some of the relationships between Enlightenment thought and the dominant forms of written expression in the French 18th century. Through readings, students consider a number of the Enlightenment's most pressing concerns, such as moral and political philosophy, religious and civil tolerance, natural law, and the role of literature and the arts in society, among others. Authors read include Voltaire, Rousseau, Diderot, Beaumarchais, and Sade.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 430 - Literature of Adventure and Quest**

Studies the evolution and transmutation of conventions of quest literature from the Middle Ages to the present day. Examines the significance of the changes within the genre as reflections of the cultures from which they emerge. Readings range from the romances of Chrétien de Troyes to the contemporary French novel.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 431 - Molière and La Fontaine**

The course provides a detailed study of two major comic writers of French classical literature, emphasizing especially the creation of individual comic and satirical styles within the classical tradition. The course examines both specific themes such as the images of king, court, and society, and also more general literary and cultural questions. These include the nature of comedy, the relationship between popular culture and literary art, and the problem of literary translation. Readings are drawn from the farces, short plays, and major works of Molière and from the *Fables*, the *Contes et nouvelles*, and selected minor poems of La Fontaine, as well as from La Fontaine's legacy in pictorial art and folklore.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 433 - The Court of Louis XIV**

The theme of the court is used to explore the major works in prose and poetry of classical France, reading these works as examples both of insightful social analysis and of outstanding achievements in literary style and art. Readings are drawn primarily from the works of Madame de Sévigné, Racine, Pascal, La Rochefoucauld, Madame de Lafayette, and La Bruyère. Key topics include the relationship between writer and society in 17th-century France, Versailles as a theatrical setting for the Sun-King, and literature as both social commentary and *divertissement*. The seminar also studies the theme of the court as it is expressed in 17th-century painting and music.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 440 - Contemporary French Civilization (Dijon Study Group)**

Examines, by means of lecture and discussion, the impact of geography, demography, history, politics, economics, patterns of behavior, and the French cultural heritage on contemporary France.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **FREN 441 - Readings in French Poetry I**

Focuses on some of the major poets of the 19th century, by studying their work in the context of the greater political, social, and historical events of the time. Readings concentrate on representative texts of the following poets: Lamartine, Alfred de Vigny, Marceline Desbordes-Valmore, Hugo, Baudelaire, Rimbaud,

Mallarmé, and others.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 443 - Readings in French Poetry II**

Studies some of the major poets of the 20th and 21st centuries in the context of the greater artistic, political, and social movements of their time. Readings focus on representative texts of the following poets: Apollinaire, Claudel, Valéry, Breton, Jouve, Ponge, Jaccottet, and Bonnefoy. One dimension of the course will involve student translations of various poems throughout the semester. Each student will thereby create an anthology of poems in translation to be shared during a public reading at the end of the term.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 445 - 20th-Century French Autobiography**

Examines the development and specificities of 20th-century autobiographical texts. While the main focus is on the texts themselves, some related theoretical problems are also considered, such as the conditions and possibility of writing the "self"; autobiography's link to other types of personal writings; its relationship to fiction; and its role in our modern definition of "humanity." This genre being rooted in questions of the emergence of the "self," particular attention is given to women, homosexuals, and Francophone writers, who were traditionally regarded as "other." Authors read may include Proust, Gide, Sartre, Beauvoir, Sarraute, Leiris, Yourcenar, Bigras, Laye, Leduc, and Roy.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 447 - The French Novel in the Romantic Period**

Focuses on the novel in the first half of the 19th century. The texts selected for discussion, as well as the visual materials used in the course, are centered on the representation of the hero in crisis in post-revolutionary France. The course examines critically such issues as *le mal du siècle*, changing conceptions of the self and gender relations in the wake of the French Revolution, social ambition and the desire to succeed, and the impact of the city on the individual. Works by such authors as Chateaubriand, Mme de Duras, Hugo, Sand, Constant, Stendhal, and Balzac are studied in the context of the dominant literary mode

of Romanticism and the changing political and social scene under the Restoration and the July Monarchy.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 449 - The Realist and Naturalist Novel**

This seminar focuses on the novel in the second half of the 19th century. Works by such authors as Dumas fils, Flaubert, Maupassant, Daudet, and Zola are studied in the context of the literary modes of realism and naturalism, and their reaction against Romanticism. The texts selected for discussion, as well as the visual materials used in the course, are usually centered on the representation of women, changing definitions of femininity and masculinity, and leading social and ideological issues of the time.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 450 - 20th-Century French Literature**

This seminar examines some of the most important novels and plays of the first half of the 20th century, until World War II. Authors read generally include Gide, Proust, Breton, Malraux, and Giraudoux. The following questions are discussed: How did these writers see their role in the rapidly changing social and political climate of the period? How did they transform the two dominant literary modes of the end of the 19th century (naturalism and symbolism) to express more modern concerns? How is one to understand the emergence of an introspective hero who so often searches for his or her identity on the margins of society?

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 453 - Contemporary French Literature**

This seminar examines how questions of identity, agency, intersectionality, and individual and collective responsibility inform major works of French literature of the late 20th and 21st centuries, and how literature can be used to make sense of them. Authors may include de Beauvoir, Duras, Sarraute, Djébar, Bey, and Cixous.

**Credits:** 1.00

**Corequisite:** None



**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 455 - Francophone Voices from North Africa**

This seminar examines the literature written in French by Maghrebi and Beur women authors since the early 1980s. The product of a colonial and post-colonial history, this is a literature where cultures, histories, identities, genres, and languages intersect. It gives voice to new questions of identity and self-definition through the exploration of traditional as well as innovative forms of writing. In order to establish the historical and cultural contexts in which this body of literature has emerged and is growing, the course includes an overview of the history of Franco-Maghrebi relations and Maghrebi immigration to France. Through the reading of texts by Maghrebi and Beur authors, this course explores and discusses issues such as imperialism and colonialism, post-colonialism, cultural translocation, identity politics, gender and race, religion, multilingualism, sexuality, urban development and design, etc.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 469 - Topics in French Literature (Study Group)**

Taught at the University of Burgundy as part of the Dijon Study Group.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **FREN 481 - Major French Authors**

This seminar, offered on an irregular basis, provides the opportunity for extensive study of the works of the most distinguished authors writing in the French language before 1800. It is taught by faculty members who have particular interest and expertise in the literature to be examined. FREN 481 is a category 1 course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 482 - Major French Authors**

This seminar provides the opportunity for extensive study of the works of the most distinguished authors writing in the French language after 1800. It is taught by faculty members who have particular interest and expertise in the literature to be examined. Counts toward Category II for the major.

**Credits:** 1.00

**When Offered:** On an irregular basis

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 485 - Words into Paintings: Paintings into Words**

The course focuses on the way in which painters often paint subjects taken from literature and on the way writers, particularly poets, are fascinated by images from the visual arts. Students will explore the interrelated topics of "poets on painting and paintings on poetry" and on the transposition of paintings into words and words into paintings. The course concentrates on such painters as Poussin, Chardin, Delacroix, Manet, Gauguin and Van Gogh and on a number of writers whose work focuses very specifically on painters and paintings - Diderot, Baudelaire, Yves Bonnefoy, among others.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two 350-level French literature courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 490 - Honors**

Students pursuing honors in French enroll in this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **FREN 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **GEOG 105 - Climate and Society**

Human-induced climate change--global warming--is the defining environmental and social issue of our times. That people are dramatically altering the climate is now the resounding consensus in the scientific community. Potential short- and long-term impacts include biodiversity loss, sea-level rise and coastal flooding, more intense storms, threats to human health, and disruptions of freshwater supplies and food security. But while the global community increasingly understands the basic processes driving climate change, and is starting to appreciate the consequences of a warmer world, the coupled social and biophysical dynamics of global warming are complex and the issue remains controversial. This course explores climate-society relationships in industrial and pre-industrial periods, and considers the multifaceted natural and human dimensions of global warming. It also highlights the integrative natural and social science modes of analysis commonly used in the discipline of geography.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** GEOG 205

## **GEOG 107 - Is the Planet Doomed?**

"End of the world" scenarios have been linked to global pandemics, super-volcanoes, artificial intelligence, and melting permafrost. "Is the Planet Doomed" uses these and other examples to study contemporary catastrophism. The course explores arguments that suggest the world may have reached "peak humanity." Potential mass extinction events arise from the convergence of biological, climatic, economic, technological factors on one hand, and war on the other. The course analyzes these factors using the integrative modes of analysis commonly used in the discipline of geography. And it exposes how geography affects the catastrophic imaginary.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** GEOG 207

## **GEOG 121 - Earth, Society, and Sustainability**

The spatial scale, magnitude, and pace of human-induced environmental changes over the past 300 years are unprecedented. It is essential to undertake reasoned assessments of the complex and interrelated political, socioeconomic, technological, cultural, and biophysical factors leading to environmental changes if

society is to manage them appropriately. This course is an introduction to the major environmental problems of resource depletion, pollution, and ecosystem transformation. It explores the effects of environmental changes on society, as well as societal responses to them, and enhances understanding of the causes of these changes from multiple theoretical perspectives.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **GEOG 211 - Geographies of Nature, Economy, Society**

Acquaints students with the approaches and subject matter of human and nature-society geography. It introduces geography's longstanding concerns with spatial location, place, and nature-society interaction, as studied through ways of knowing that are central to the discipline—spatial representation and analysis, cross-scalar comparisons, integrative synthesis, and the social construction of space and environment. Case studies illustrate how geographers use these tools and perspectives to clarify such issues as human well-being and inequality, economic and sociocultural globalization, population patterns and processes, human impact on the environment, and sustainable development in the Anthropocene.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** GEOG 111

### **GEOG 231 - Geography of the Physical Environment**

Provide students with a general understanding of the processes and spatial distribution of the Earth's primary physical systems and the ways in which humans interact with these systems. Course emphasis is divided into three areas: atmospheric processes, the spatial dynamics of vegetation and soils, and landform development. Students are introduced to the basic physical processes and interactions that operate within each of these categories, with special focus on the ways in which these factors relate to contemporary environmental problems.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOG 131

### **GEOG 245 - Geographic Information Systems**

Focuses on the theory, function, and application of geographic information systems (GIS). The analytical powers of GIS are rooted in its ability to manage large volumes of geographically referenced data representing both physical and social characteristics. As such, GIS has become an important analytical approach in most subfields of geography. Students begin with an examination of basic mapping concepts, geographic data issues, symbolism, and generalization. Emphasis then shifts to issues in GIS data structure, collection, and input. Once a solid understanding of these GIS foundation issues is achieved, attention turns to the analytical powers and applications of GIS. These topics are reinforced by a series of exercises dealing with local geographic data. Students make use of the ArcGIS geographic information system and involves map digitization, geographic data collection (using global positioning systems, satellite imagery, and aerial photography), database management, and spatial analysis.

**Credits:** 1.00

**Corequisite:** GEOG 245L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **GEOG 245L - Geographic Information Systems Lab**

Required corequisite to GEOG 245.

**Credits:** 0.25

**Corequisite:** GEOG 245

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **GEOG 248 - Quantitative Analysis of Geographic Data**

Introduces students to the nature of quantitative research in geography and the spatial sciences through the statistical analysis of social, environmental, and spatial data. This research methods course is thus unique within the department in illustrating the analytic commonalities between human and environmental geography. Students develop a critical perspective on issues of measurement of empirical data collected or available to geographers. Students consider the implications for validity and reliability in measurement of social and environmental geographic concepts using quantitative methods of measurement and data collection. Strengths and weaknesses of different approaches to data collection and sampling of social, environmental, and spatial data are demonstrated. Students actively engage in the statistical analysis of geographic data to both describe frequency distributions of social, physical, and spatial characteristics, and to explain patterns of variation in outcome variable using statistical modeling. Students are challenged to undertake hypothesis testing and multivariate statistical analysis as well as to effectively communicate the results of statistical analyses to readers of all subdisciplines of geography.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who have completed MATH 102/CORE 143S or BIOL 220 need instructor

permission

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **GEOG 250 - Research Methods**

Acquaints students with key principles and practices of original scholarly research. First emphasizes the key role in research of a clearly formulated question, one that is significant and workable and is grounded in a conceptual framework drawn from the existing literature. Then focuses on the techniques and rationale of a particular method of research, which will vary from semester to semester. Examples of possible foci include statistical analysis, interviews, community-based and participatory research, content analysis, or the interpretation of historical primary sources. In close consultation with the instructor, students design, carry out, and report on a research project employing that method to answer a question of their own design.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **GEOG 251 - Media Frames and Content Analysis**

Mass media is a key set of institutions in modernity that shape our perceptions of the world, with important impacts on what we take to be reality. The media "frames" that structure how media is produced, conveyed, and consumed form the discourses that we use to understand mass politics and culture in our daily lives. This course provides students with the methodological tools to empirically study media frames through content analysis. Content analysis takes the stuff of media, such as music lyrics, news stories, or advertisements, and systematically analyzes the content for the explicit and implicit frames that represent the issues and perspectives conveyed through media. The course provides students hands-on training in content analysis through a series of workshops on content sampling, collection, coding, and analysis that culminate in a final research project. This course meets for the first 7 weeks of the term and may be used to satisfy the 0.50-credit methods requirement for the sociology major.

**Credits:** 0.50

**Crosslisted:** SOCI 251

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Geography, Sociology, Environmental Geography Majors and Minors

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **GEOG 253 - Interviews**

Introduces students to the nature of qualitative social science research using interviews. Interviews are a flexible method of in-person data collection that include a range of structures (from structured surveys to open-ended questions), with varying group sizes (from one to a large focus group), and using multiple methods of eliciting responses (verbal questions, oral history, photo-elicitation, etc.). Students develop a critical perspective on different epistemological approaches to research and analysis within the contemporary social sciences, including issues of generalizability and the validity and reliability of qualitative

methods. A series of hands-on original research projects provides students with the skills of interview protocol design, sampling for interview projects, interview facilitation, data management and analysis, and professional communication of research results.

**Credits:** 0.50

**Crosslisted:** SOCI 253

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Geography, Sociology, Environmental Geography Majors

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **GEOG 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **GEOG 304 - Criminal Underworld: Drugs, Guns, Bodies**

Examines the violent networks of the illicit global economy: from guns and drugs smuggling, to human trafficking and animal poaching among others. Drawing from multiple scholarly traditions, it compares the concrete geographical organization of these illicit networks - that is, where and how they become grounded - and asks the following questions: What are the relationships of these illegal activities to legal circuits of power and profit? In what ways are transnational criminal networks redefining the nature of contemporary violence and the meaning of peace?

**Credits:** 1.00

**Crosslisted:** PCON 304

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **GEOG 305 - Geopolitics of the Middle East**

Focuses on episodes in modern history when events in the Middle East have had geopolitical consequences. Students examine how things happening "over there" have repercussions (or generate concerns about repercussions) in the international system of states as a whole. In order to pay close attention to the systemic effects of events in the Middle East, case studies privilege the moments in between major wars that shook the region. Of necessity, the course focuses extensively on the period known as "The Cold War." Analyses are organized around the careers of three fluids: oil, water, and blood. The first two are

quite "dear" in the Middle East and have organized entire political economies. The evidence would suggest that the third has not been considered as precious, particularly by the great powers and would-be hegemon of the modern era.

**Credits:** 1.00

**Crosslisted:** MIST 305

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **GEOG 306 - The Geography of Happiness**

Achieving some degree of happiness is a primary goal for most people. Certainly, a huge industry has emerged in recent years to feed the public's desire for ways to improve their happiness. There is also a rapidly growing amount of research on the subject. This course starts with an overview of the diverse, multidisciplinary scholarship on factors that may contribute to happiness. But the main goal of the course is to consider themes central to the discipline of geography: how do environmental changes, efforts to achieve sustainable development, and culture affect the geography of happiness? Do people achieve a greater sense of well-being when interacting with wilderness or by exploring nature in their backyards? Does environmental stewardship improve happiness? What roles do attitudes about food and leisure play in how happy people are? Students explore these questions via out-of-class excursions, films, diverse mix of scholarly and popular press readings, guest speakers, and individual research projects.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **GEOG 308 - Authoritarian Capital Cities of Eurasia (Extended Study)**

Certain spatial and temporal patterns of urban growth characterize post-socialist Eurasia, due to the distinct mark that authoritarianism has left on past and present capital cities throughout this region. This course focuses on understanding authoritarianism in the past and present capital cities of Russia (St. Petersburg and Moscow) and Kazakhstan (Almaty and Astana). While remnants of the Tsarist and Soviet built environments still strongly shape urban character, new urban development and demographic change, alongside other economic and geopolitical transformations, have transformed them since 1991. Rapid and changing patterns and styles of urbanization create a multitude of perspectives and experiences within post-socialist cities as our globalizing world blurs the boundaries between urban spaces, individual lives, and abstract conceptualizations of the East, West, or even "post-" socialist places. This course uses a phenomenological methodology to examine post-socialist cities as sites of socio-cultural and political-economic transformations. Using this framework, students analyze their experiences in photographs, videos, and journals/blogs related to the encounters with spaces and places in post-socialist cities.

**Credits:** 1.00

**Crosslisted:** REST 308

**Corequisite:** None



**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **GEOG 309 - Latin America: Critical Landscapes of Development**

Explores the development experience of Latin America through examination of pressing environmental, economic, political, and social issues that currently face the region as a whole and play out differently across the region. The focus is guided by a critical reading of development theory, paying particular attention to Latin American theorizations and empirical experiences, and concern for the subjects, places, and scales that have been excluded from the presumed benefits of development. Mindful that Latin America's development experience is historically embedded, students examine the transformation of Latin American societies and environments through legacies of conquest and colonialism, processes of globalization and neo-liberalization, dynamics of rural and urban change, changes in gender and race relations, and transformations of political and civil society dynamics. These issues are grounded in case studies drawn from Central America, the Caribbean, and Andean countries, and Southern Cone, and Brazil. The course's point of entry is contemporary environmental crises and the role of natural and human resources in shaping the development experience of the region.

**Credits:** 1.00  
**Crosslisted:** ALST 309  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **GEOG 310 - Geopolitics**

Broadly defined, Geopolitics is the study of "the relationship among politics and geography, demography, and economics, especially with respect to the foreign policy of a nation." As the study of political geography on a global scale, geopolitics examines the relationship between territories, boundaries, and states in the "closed system" we call planet earth. But geopolitics is more than an academic field. Geopolitical thought has actually instructed states how to relate to one another in the contest for territory, security, and resources. For example, the history of geopolitical analysis is closely connected to -- and has often justified -- various imperial projects. As a result, this course examines the relation between the development of geopolitical thought on one hand, and geopolitical events on the other. Of particular importance to the relation between theories of geopolitics and the actual geostrategies of states has been the development of conflict on a planetary scale. And so, this course traces that relation through the study of geopolitical thought and practice in the course of imperial struggles in the 19th century, World Wars and the threat of nuclear wars in the 20th century, and new global challenges such as resource wars and environmental security in our own time.

**Credits:** 1.00  
**Crosslisted:** PCON 310  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 311 - Global Urban**

An exploration of contemporary urban geography and academic writing about the city. It introduces students to the ways in which urban geography has played a role, along with other disciplines that focus on the urban, in understanding cities and the issues that surround them. This includes an examination of how cities are conceived, lived, and represented. The course investigates the following topics: What are the various ways that people create, and attempt to materialize, their geographical imaginations of what they want the city to be? What are the ways in which different social groups make claims on space and place, and how does the scale at which these activities occur have effects? What are the critical questions to ask about urban landscapes today? How would you formulate a research proposal on such topics? The course offers a theoretical and practical framework within which to examine the city as a site of socio-cultural and political-economic transformation. In this framework, students analyze how the state, market, and civil society intersect, and how this has changed over the 20th century in the U.S. and other parts of the world.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 312 - The American City**

Focuses on the historical development and contemporary spatial patterns and processes of American cities. Topics emphasized include the decentralization of people and jobs within urban areas, metropolitan political fragmentation, racial residential segregation, inner-city gentrification, urban public service provision issues, the role of new immigrant groups, and feminist perspectives on urban geography, plus international and interregional comparisons to elicit distinctive characteristics of urbanization in the US.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 313 - Geographical Political Economy: Asia in Globalization**

Contemporary sociocultural and environmental issues cannot be understood without a good grasp of globalizing, yet place-specific political economic contexts in which these issues are embedded. The course aims to prepare students with conceptual and analytical foundations of economic geography with a particular attention to the roles of states, firms, and workers in the increasingly interconnected world. A strong empirical emphasis is given to Asia, although other world regions are addressed throughout the course for comparative and integrative purposes. Questions asked in this course include: what causes territorial economic growth and decline? How do place-specific economic structures influence policies? How are "the economy" and environment interrelated? Does advanced technology make geography irrelevant? Does economic growth produce socio-spatial inequality? In answering these questions, Asia offers a critical

empirical arena to test theories and hypotheses, many of which have been developed primarily in the Euro-American contexts.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 314 - Population Issues and Analysis**

Analyzes the role of population dynamics in ecological, social, and economic organization and change. Methods of incorporating demographic analysis into scientific and policy research are introduced. Approaches to assessing the implications of population growth are studied. The course considers the relationship of population to a range of policy concerns including environmental change, social welfare, and security; the status of women; poverty and economic development; and race and ethnic relations.

**Credits:** 1.00

**Crosslisted:** SOCI 314

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 315 - Sustainable Livelihoods in Asia**

We are living in the world of growing uncertainty filled with various "shocks" such as natural disasters, financial crises, and development projects, and more insidious "distress" via resource depletion, excessive industrial specialization, and demographic transitions. This course focuses on how households and communities cope with, resist, adapt to, and challenge these large structural "disturbances" in locally specific and ingenious ways in order to take control and enhance their livelihood opportunities and cultural identities. Case studies are drawn from various parts of Asia, with a particular focus on Japan. Although theoretical foundations of this course are grounded in the literature on sustainable livelihood and community resilience in geography and neighboring fields, it is designed for students with various disciplinary backgrounds and interest in Asia. Students are expected to apply their disciplinary skills and regional knowledge to the course project.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 316 - Environmental and Public Health Geographies**

Considers patterns of spatial and social distribution of disease and of health and medical resources. Alternative analytical approaches to describing and explaining these patterns of distribution are demonstrated. Selected topics include disease systems and disease ecology, the population analysis of mortality and morbidity, environmental influences on health, and the distribution and accessibility of health resources. Examples are drawn from both contemporary and historical societies throughout the world.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 318 - International Migration, U.S. Immigration, and Immigrants**

Introduces students to approaches to the study of international migration, immigrant assimilation and adjustment, ethnic social and economic stratification, and immigration policy formation and analysis. These topics are explored within the historical and contemporary context of the United States and New York. The class considers theoretical perspectives that have been applied to the study of migration as well as approaches used by sociologists and geographers in empirical analyses of US immigration, immigrant populations, and ethnic relations. These analytical issues are considered in detail for immigrant and ethnic groups within New York State and the New York metropolitan community. Finally, students consider the relationships among patterns of immigration and ethnic relations, cultural change, international relations and transnational linkages, and US immigration policy reform.

**Credits:** 1.00

**Crosslisted:** SOCI 318

**Corequisite:** None

**Prerequisites:** GEOG 211 or (SOC 101 or SOAN 101) or (ANTH 102 or SOAN 102)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 319 - Population and Environment**

Engages students in the analysis of the relationship between historical and contemporary human population dynamics and environmental processes and change. Theoretical perspectives on the relationships between and among population processes and the environment are considered on the basis of empirical evidence and also within the context of political debate and popular discourse. Students engage this topic through analytics skills in demography to measure and model population characteristics such as growth, distribution, fertility, mortality, and migration; and in selected environmental processes including climate and weather, land and landscapes, water resources, and biological resources and biodiversity. Having gained perspectives and skills to address population and environment interactions, students examine a global, national, or regional case study of observed and expected relationships between population processes and environmental resources, processes, and systems.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

## **GEOG 320 - Globalization, Development, and Environment**

Approaches international development via geography's integrative perspective. Analyzes the concepts of development, sustainability, and underdevelopment as well as the evolution of development theory, policy, and praxis. Particular attention focuses on contemporary issues of sustainable development such as population pressure, environmental degradation, agricultural development and food security, population displacement, rapid urbanization, the informal sector, transnational corporations, and grassroots social movements. Places the study of development within a global framework, considering further the impact of colonialism, economic restructuring, the role of international organizations, and the implications of international economic and environmental policy for developing countries. Students have the opportunity to apply the concepts studied to specific developing countries or international issues of their choice.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

## **GEOG 321 - Gender, Justice, and Environmental Change**

Explores how the environment (both physical and social) shapes, and is shaped by, the roles of men and women in society. Addresses environmental issues from the dual perspective of gender relations and social justice to advance students' understandings of the fundamental relationship between human activities and our physical and social environments. To this end, students work across diverse geographies to explore (1) the social relations underlying environmental problems; (2) the ways in which gender, class, race, and ethnicity intersect in environmental issues; and (3) the social and environmental processes that underlie the construction of gender and the life-worlds of the individuals in those "geographies." Students bring a global perspective to the issues by drawing out local-global linkages. Case studies are drawn from North America, Latin America, Africa, and Asia.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

## **GEOG 322 - Ecologies of the City**

With half of the world's population living in and around cities, the needs of urban-based populations and economies dominate non-urban peoples, places, and habitats worldwide. This course begins with an introduction to political ecology, a body of knowledge combining political economy and cultural ecology. Political economy is the study of how different societies are connected globally, and cultural ecology is the study of the relationship between a society and its natural environment. Although political ecology largely focuses on places and cultures of "pristine" or "native" nature in "other" countries, this course turns to urban

settings to explore how people understand urban areas and what their relationship to the environment in these areas is. Case studies of specific places (from small cities in upstate New York to global cities in distant countries) are used to learn about urban political ecological issues through readings, assignments, discussion, and interaction with local/regional experts on urban environmental problems. Students apply their knowledge about urban political ecology both collaboratively, in a final project conducted in a workshop-type setting, and individually, in a final term paper.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 323 - Arctic Transformations**

The Arctic is one of the most rapidly changing regions of the world today, environmentally, culturally, and politically. Rapid biophysical change occurs here today due to climate change, but equally noteworthy are cultural, social, and political transformations experienced by people living and working in the Arctic. People are under increasing pressure to change along with transformation of their biophysical environments, particularly as new actors express interest in the Arctic as space opening up to global transportation, mineral exploration, and trade and ecotourism. Within geography, interest in Arctic phenomena includes grappling with complex issues related to social and biophysical changes in this region, which often originate beyond the region but have specific meaning for the region. Students investigate three vibrant areas of Arctic transformation: cultural transformation occurring among indigenous and local peoples, biological and physical transformation of the environment, and political transformation within and related to the region.

**Credits:** 1.00

**Crosslisted:** REST 323

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 324 - International Environmental Policy**

As awareness of global environmental problems grows, questions arise as to how social, cultural, and biophysical contexts define how humans use and manage natural resources, on both community and national scales of analysis. This course uses geographic perspectives on nature-society interactions to consider the decision-making processes of natural resource managers, from local farmers to policy actors at the national and international levels. Case studies in Africa and Latin America are used to explore the environmental (biophysical) and political constraints on the management of natural resources.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **GEOG 325 - Water and Society**

No natural substance is more vital to human existence or used in more different ways than fresh water. This course considers the natural and social processes (with primary focus on the latter) that shape water use both within and outside of the United States, including physical factors, technology, economics, culture, law, and political systems and ideologies. The focus is on the services that water provides, the causes and consequences of water scarcity, and the ways in which water's services might be obtained in more sustainable ways.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **GEOG 326 - Environmental Hazards**

Environmental hazards are threats to people and the things they value. Hazards are a complex mix of natural processes and human actions; thus, they do not just happen, but are caused. This course emphasizes the role of institutions, technology, and human behavior in hazard creation, as well as ways in which society responds to hazards of multiple origins: case studies center on earthquakes, hurricanes, and wildfire (natural hazards); toxic pollution (technological hazards); and malaria and invasive species (biological hazards). A key theme explores ways in which society may mitigate the risk of environmental hazards and manage them more effectively.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **GEOG 327 - Australia's Stolen Generations: The Legacies of Carrolup (Extended Study)**

The intellectual goal of this extended study is to address issues of both population vulnerabilities and cultural resilience by considering Aborigines in Australia, and specifically engaging the historical geography and the contemporary experience of the Noongar community in Western Australia. Three themes form the curricular program of the extended study. (1) Students study the historical geography of Aborigines in Australia within the context of European colonization and settlement, federation and nation-building. These issues are framed using concepts of population vulnerability, environmental impact, and cultural heritage and identity at the national, regional and local geographic scales. (2) Students study the impacts of national, regional and local policies directed toward indigenous peoples on Aboriginal families and children, given particular focus to programs concerning part-Aboriginal children, Australia's "Stolen Generations." (3) Students learn the ways in which Aboriginal culture and 'care for country' has remained resilient across time, space, and

generations.

**Credits:** 0.50

**Crosslisted:** PCON 327

**Corequisite:** GEOG 319

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **GEOG 328 - Sustainability and Natural Resources**

Uses social science perspectives on sustainability and sustainable development to analyze the production and consumption of major natural resources. Addresses the following questions: What are natural resources, and how do their geographies combine with those of wealth and poverty, of political power and technological and institutional capacity, to affect the potential for actions towards sustainable development? How is our understanding of sustainable resource development enriched by critical perspectives from the social sciences about the meaning of such contested concepts as sustainability and development, and about issues of equity, power, participation, property rights, and unequal impacts (of both resource depletion and environmental policies)? How can the three dimensions (environmental, social, and economic) of sustainability better guide the production and consumption of natural resources, renewable or nonrenewable, in different places and by different actors? The topical and regional focus of the course varies from year to year; it may, for example, focus on oil (or energy more generally), on minerals, or on biological and genetic resources; and on specific geographic areas, such as central New York, Latin America, or the Arctic.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **GEOG 329 - Environmental Security**

About how the environment poses one of the most important security threats of the 21st century. From an interdisciplinary perspective, students are introduced to the different ways that climate change and environmental problems more generally are presenting new kinds of security threats. In many ways, greater environmental concern from governments and international organizations over the dramatic environmental changes afoot in the world is a welcome development. But will the "environmental security" framework reinforce global inequalities and maintain the status quo? Or might it mean rethinking the very foundations of what we mean by "security"?

**Credits:** 1.00

**Crosslisted:** PCON 329

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year



**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **GEOG 332 - Weather and Climate**

Focuses on the principles of meteorology and climatology with particular emphasis on Earth/energy dynamics, atmospheric circulation, and middle latitude climatology. Elements of Earth's energy system are used first to establish the basic causal forces that drive all weather phenomena. These concepts are extended into a section on atmospheric forces and thermodynamics, and used to build an understanding of the middle latitude climate system, including middle tropospheric circulation vorticity concepts and surface cyclone and anticyclone development. During this process, students perform several exercises that focus on atmospheric data analysis and forecasting. These exercises make use of numerous online meteorological data resources and culminate in a case study project involving the detailed analysis of a significant weather event.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOG 335 - Soil Geography**

Focuses on the factors that influence soil distributions at scales ranging from a hillside to an entire continent. Begins with an introduction to soil morphology and genesis as a means to begin to understand the spatial variability of different soil properties. These concepts are extended into a section on soil geomorphology and the role soils play in global change research. Additional topics to be emphasized include soil survey and predictive soil mapping. Throughout the course students perform exercises and/or participate in field excursions that focus on learning how to differentiate soils on the landscape.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GEOG 231

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOG 336 - Biogeography**

Focuses on the factors that influence plant and animal distributions at scales ranging from population to biome. To set the stage for discussing the geography of life, students first examine the earth's physical setting. This leads to consideration of the fundamental processes determining plant and animal distributions. The interactions among these processes are also examined, thereby introducing the concept of the ecosystem. The functions of an ecosystem are discussed with focuses on energy and matter flow, population dynamics, succession, and disturbance. The culmination of these processes is reflected in broad-scale geographic patterns. Thus, the characteristics of the major biomes are examined. Finally, because humans and the environment are inextricably linked, students explore several impacts humans have on the landscape, including fragmentation, extinction, and species introductions.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **GEOG 338 - Earth System Ecology**

Examines how plants influence exchanges of energy, carbon, and water between the biosphere and the atmosphere. Begins with an examination of key biological and physical processes that regulate ecosystem carbon and water cycles, paying particular attention to critical linkages between the two. This leads to a consideration of how these processes function at larger spatial scales, and how they vary with time in response to climatic drivers. The land surface energy balance is discussed here as well, because it is inextricably linked with ecosystem carbon and water cycling. Finally, the interplay between ecosystems and climate is examined.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **GEOG 340 - Geographic Information Systems and Society**

Explores the impact of geographic information systems (GIS) on society. Begins by considering how technological advances in GIS have transformed the nature of geographic data creation and opened up entirely new fields of spatial analysis. Various theoretical perspectives are employed to better understand issues of privacy and ethics as they relate to GIS technologies. Specific topics include locational privacy, participatory GIS, volunteered geographic information, location-based services, the geoweb and new media, digital social/spatial inequalities, and the role of GIS in security and surveillance.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **GEOG 341 - Cartography**

As an academic discipline, geography focuses on the nature and causes of spatial variation. This focus is wide ranging and includes human and geophysical processes. Although the scope of geography is broad and the interest and expertise among geographers varied, one commonality is the use of maps and/or graphics for spatial analysis and visual communication. This course provides students with a fundamental understanding of cartography, including mapping theory, technique, and application. This objective is accomplished through a blend of lecture and exercises that introduce students to the theory and philosophy of cartography, map and graphic design, and appropriate forms of visual communication. The course begins

with an introduction to cartography, including its history, and proceeds through examinations of statistical graphing, map projections, map design, symbology, and thematic mapping.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **GEOG 346 - Advanced Geographic Information Systems**

Focuses on geographic information systems (GIS) theory and complex spatial analysis. It is divided into two segments: GIS concepts and theory, and advanced GIS analysis and application. The first segment explores the evolution of GIS from a set of cartographic and data analytical tools used primarily by geographers to a more encompassing set of ideas and tools used by many disciplines to examine spatial processes. Included in the first segment is a thorough examination of issues associated with mapping and referencing the non-spherical earth, conceptual models for representing spatial phenomena, and data-quality issues. The second segment focuses on a select set of spatial analytical issues that can be addressed using GIS. These issues include analysis of continuous spatial phenomena (e.g., terrain), model building using multiple sources of spatial data, network analysis, and the integration of remotely sensed data in a GIS.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** GEOG 245

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **GEOG 347 - Satellite Image Analysis**

Image analysis is a method used in geography to analyze remotely sensed data, including both satellite images and data collected from aircraft, in order to obtain information about earth's surface phenomena from afar. The primary objective is to better understand, measure, and monitor features and human activities on Earth. Most typically, image analysis involves generating landcover maps using multi-spectral data collected by satellites. This course begins by focusing on the physical principles upon which image analysis is based, including the principles of acquiring and interpreting electromagnetic data collected by non-photographic sensors. Students then explore the basic tools of digital image processing (e.g., image enhancement, contrast manipulation, etc.). This leads to a consideration of the process of image classification. Lastly, students discuss accuracy assessment as it applies to landcover classification, and spend a significant amount of time in the geography department computer lab performing analysis on remote sensing data.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** GEOG 245

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **GEOG 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 401 - Seminar in Geography**

The senior seminar focuses on emerging research within a subfield of contemporary geography chosen by the instructor. Students identify and pursue advanced work on topics within that subfield.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Geography, Environmental Geography Majors

**Class Restriction:** Only Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **GEOG 490 - Honors Preparation in Geography**

Students enroll in this course in the fall semester of the senior year if granted permission to explore a potential honors project and prepare a formal proposal to pursue honors work in geography. Permission to enroll in this course does not guarantee permission to pursue honors in geography.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **GEOG 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **GEOG 499 - Honors Studies in Geography**

Students pursuing honors research enroll in this course in the spring semester of the senior year. The research proposal must be approved by the Department of Geography.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **GEOL 101 - Environmental Geology**

Many geologic processes and events have a significant impact on human societies. Volcanic eruptions, earthquakes, landslides and floods all threaten lives and property and societies rely on water, mineral, climate, and energy resources to thrive. Similarly, society has many impacts on the Earth system through water and air pollution and climate change. This course examines the complex interplay between human activities and the environment through a multi-disciplinary approach, with the goal of applying science to better manage natural hazard risk, understand and mitigate future climate change, and use water, mineral and energy resources more sustainably.

**Credits:** 1.00  
**Corequisite:** GEOL 101L  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **GEOL 101L - Environmental Geology Lab**

Required corequisite to GEOL 101. Labs are field-based as much as possible and are designed, not only to build a deeper understanding of the course material, but also to provide hands-on experience with some of the scientific techniques geologists use to study the environment.

**Credits:** 0.25  
**Corequisite:** GEOL 101  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **GEOL 102 - Sustainable Earth**

Focuses on Earth and its complex and life-sustaining resources, within an integrated framework including the terrestrial realm, the atmosphere, and the hydrosphere (freshwater, oceans, and glacial ice). Students develop a deeper understanding of the physical, chemical, biological and human interactions that determine the past, present and future states of Earth. Places a strong emphasis on the societal impacts of earth system science and provides a fundamental basis for understanding the world in which we seek to live sustainably.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 105 - Megageology**

A course tracing the history of the Earth from the origin of the solar system to the present. Also considered are the origin and evolution of the Earth's crust and interior; plate tectonics, continental drift and mountain building; absolute age dating; the origin of the hydrosphere and atmosphere; earthquakes and volcanism. The results of recent planetary exploration are incorporated into an examination of the origin of the solar system.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 115 - Evolution: Dinosaurs to Darwin**

The origin and evolution of dinosaurs and extinct mammals, including human ancestors, are examined as a vehicle for understanding how geologic and environmental forces—plate tectonics, asteroid strikes, and climate change—have shaped life processes through time. Interactive exercises promote exploration of Darwin's (r)evolutionary ideas and facilitate debates about dinosaur physiology, social behavior, and future cloning. Evaluating evidence for dinosaur and mega-mammal extinctions provides the basis for understanding the current extinction crisis and for exploring species conservation strategies during a time of rapid environmental change.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 120 - The Geology of America's Parks (Extended Study)**

Designed to introduce students to geological processes, materials, and basic field techniques using sites at National Parks in the United States and Canada. Major goals include developing a facility with basic field

methods used in geology and other natural sciences, promoting understanding of how regional geological history and active modern processes shape landscapes, and exploring the impacts of human interactions with the natural world.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** At least one course in geology or other introductory field-oriented science course

**Major/Minor Restrictions:** None

**Class Restriction:** Only First-year, Sophomore

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **GEOL 135 - Oceanography and the Environment**

A study of the major contemporary concepts of biological, chemical, geological, and physical oceanography. The nature and origin of ocean basins by global plate tectonics, sedimentation, sea water composition, water masses, oceanic circulation, waves, tides, life in the sea, and biological productivity, are all discussed. The role of human impacts and environmental change, including ocean warming and acidification, and marine pollution are stressed throughout the course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **GEOL 190 - Evolution of Planet Earth**

Explores our planet's 4.5-billion year history and how geologists unearth the past through examination of minerals, rocks, and fossils. Earth's evolution is a natural experiment that cannot be reproduced, and students make use of primary observational and interpretative tools that geologists use to understand the past. Age-dating techniques, plate tectonics and origin of continental crust, mountain building events, and evolution of Earth's landscape, atmosphere, oceans, and biosphere are examined in the context of the geological evolution of North America.

**Credits:** 1.00

**Corequisite:** GEOL 190L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Recommended:** For students interested in concentrating in geology or environmental geology.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **GEOL 190L - Evolution of Planet Earth Lab**

Required corequisite to GEOL 190. Laboratory sessions focus on providing a familiarization with common rocks, minerals, and fossils, and geologic field techniques, with an emphasis on how these materials and techniques are used to understand Earth and its history.

**Credits:** 0.25  
**Corequisite:** GEOL 190  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **GEOL 201 - Mineralogy and Geochemistry**

Rocks and minerals are the stuff of which planets are composed, the materials from which civilizations are built. This course is designed to help students understand how and when Earth's materials were formed, their physical and chemical behavior, and how they both control and tell us about major processes on the planet.

**Credits:** 1.00  
**Corequisite:** GEOL 201L  
**Prerequisites:** GEOL 190  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **GEOL 201L - Mineralogy and Geochemistry Lab**

Required corequisite to GEOL 201. Labs introduce a variety of techniques used to study and identify minerals, including working with minerals in hand specimen, under the microscope, and using x-ray analysis. Hands-on activities build a deeper understanding of crystal structures and optics, and a familiarity with the most common minerals that compose the Earth and influence geologic processes and the quality of life our planet.

**Credits:** 0.25  
**Corequisite:** GEOL 201  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **GEOL 215 - Paleontology of Marine Life**

Considers the fossil record of marine life from its origin to the present, emphasizing the evolution of invertebrate animals and marine environments through time. In class, lab, and the field, students explore the anatomy, ecology, evolutionary history, and life-sustaining ecosystem services of shelly animals—from ancient to modern—that co-existed in reefs and adjacent habitats. Evolutionary events, including several biologic "revolutions," are linked to dramatic environmental and climatic changes in Earth's past. Familiarity with the record of past mass extinctions helps student gain facility in evaluating the magnitude of today's biodiversity crisis and identifying best practice solutions for protecting marine environments during rapid global change.

**Credits:** 1.00  
**Corequisite:** GEOL 215L



**Prerequisites:** GEOL 190 or one course in geology or biology

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 215L - Paleontology of Marine Life Lab**

Required corequisite to GEOL 215. Lab and field exercises emphasize hands-on learning about fossil preservation; classification, identification, and paleoecology of invertebrate organisms that inhabited reef and adjacent environments; and paleontological techniques (including dissections).

**Credits:** 0.25

**Corequisite:** GEOL 215

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 225 - Sedimentology and Surficial Processes**

A detailed study of modern sedimentary environments and their use in interpreting ancient sedimentary rocks. The chemical and physical processes leading to weathering, erosion, transport, deposition, and lithification of sediments are considered. Interpretation of local Paleozoic, Pleistocene, and Holocene sediments is carried out through field study projects. Economic aspects of sedimentary rocks, such as the occurrence of oil, natural gas, and coal, are discussed.

**Credits:** 1.00

**Corequisite:** GEOL 225L

**Prerequisites:** GEOL 190

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 302

### **GEOL 225L - Sedimentology and Surficial Processes Lab**

Required corequisite to GEOL 225.

**Credits:** 0.25

**Corequisite:** GEOL 225

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 302L

### **GEOL 235 - Tectonics and Earth Structure**

Mountain ranges, rifting continents and earthquakes show that the Earth is constantly deforming. This course serves as introduction to the principles of structural geology and geophysics, and explores the physical processes deforming Earth's surface and interior and driving plate tectonics. Students will examine how and why deformation occurs, and what lines of evidence we use to study deformation on all scales, from the microscopic to global. The course will cover tectonic processes, brittle and ductile deformation mechanisms, earthquakes and seismic waves, and solid Earth properties.

**Credits:** 1.00

**Corequisite:** GEOL 235L

**Prerequisites:** GEOL 190

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 305

### **GEOL 235L - Tectonics and Earth Structure Lab**

Required corequisite of GEOL 235.

**Credits:** 0.25

**Corequisite:** GEOL 235

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 305L

### **GEOL 253 - Environmental Geochemistry and Analysis**

The focus of this interdisciplinary laboratory and field-based course is the development of practical skills essential to the study of natural systems. Through a series of student-designed local projects, students learn how to address environmental questions, including experimental design, collection and analysis of samples, interpretation of data, and presentation of conclusions. Specific skills include techniques for the chemical analysis of natural materials including rock, soil, and water, statistical analysis, sample collection, and methods of data presentation. Laboratory and lecture are fully integrated and meet once or twice a week. Occasional day-long sampling and field trips.

**Credits:** 1.00

**Corequisite:** GEOL 253L

**Prerequisites:** GEOL 190

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 203

### **GEOL 253L - Environmental Geochemistry and Analysis Lab**

Required corequisite to GEOL 253. There is no separation between lab and class, they are fully integrated; work on projects is the primary focus of the entire course. Occasional day-long sampling and field trips.

**Credits:** 0.25  
**Corequisite:** GEOL 253  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** GEOL 203L

## **GEOL 260 - Volcanology**

Our fascination with volcanoes stems primarily from their awesome powers of destruction, yet their constructive role in shaping our landscape, atmosphere, and oceans has been crucial in Earth's history. This course explores the fundamental concepts of volcanology, from the geological, chemical, and physical processes that generate volcanoes to the implications of volcanic activity on humankind. Through case studies, this course examines the tectonic environments that generate volcanoes and what they tell us about Earth's internal processes; eruptive styles and volcanic forms; volcanic rocks; properties and generation of magmas; features of lava and pyroclastic flows; and volcanic hazards, including their prediction and mitigation.

**Credits:** 1.00  
**Corequisite:** GEOL 260L  
**Prerequisites:** GEOL 190  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** GEOL 220

## **GEOL 260L - Volcanology Lab**

Required corequisite to GEOL 260. Activities in the lab are widely varied, from learning important field techniques for understanding the eruptive history of volcanoes to exploring the physical principles behind volcanic behavior.

**Credits:** 0.25  
**Corequisite:** GEOL 260  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** GEOL 220L

## **GEOL 270 - Geoinformatics**

Focuses on the application of digital analysis systems to geologic information. Global climate change, natural resource management, and geological hazards analysis are examples of complex systems that benefit from the use and interpretation of large-scale datasets. This course covers modern approaches to field and remote data collection, access and use of public data sources, digital manipulation and analysis of large datasets, and modeling and analysis of natural geological systems.

**Credits:** 0.50  
**Corequisite:** None  
**Prerequisites:** GEOL 190  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None  
**Formerly:** GEOL 230

### **GEOL 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **GEOL 301 - Igneous and Metamorphic Petrology**

Deals with the origin and evolution of igneous and metamorphic rocks. Petrology and melting of the mantle are examined, and the origin and differentiation of magmas in different tectonic settings are explored. Metamorphic rocks are examined using mineral assemblages, metamorphic facies, and thermobarometry with the goal of understanding the crustal history of mountain building. These topics are unified by concepts of plate tectonics. May include a weekend field trip.

**Credits:** 1.00  
**Corequisite:** GEOL 301L  
**Prerequisites:** GEOL 201  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** GEOL 202

### **GEOL 301L - Igneous and Metamorphic Petrology Lab**

Required corequisite to GEOL 301. Laboratories involve the study of rock suites from classic areas around the world.

**Credits:** 0.25  
**Corequisite:** GEOL 301  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 202L

### **GEOL 310 - Environmental Economic Geology**

Examines the global distribution of mineral resources, the economic and engineering factors that govern their availability, and the environmental effects of their production and use. Mineral resources to be considered include ferrous and non-ferrous metals, precious metals, and energy fuels. Topics to be explored, in addition to the origin, nature, and geological settings of the world's great mineral deposits, include mineral law, mineral exploration and production, strategic mineral reserves, minerals and human health, and environmental impact of mining and use, and remediation.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GEOL 201

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** GEOL 301

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 311 - Environmental and Exploration Geophysics**

Near-surface features of the Earth display a stunning variety of structures and compositions. These features give insight in the geology of a region, and can also be important in the fields of environmental studies, engineering, and archaeology. Many subsurface structures are not visible at the surface, but can be illuminated using geophysical measurements and modeling. In this course, students will learn the science behind several geophysical techniques, including gravity surveying, reflection and refraction seismology, GPS monitoring, and electric and magnetic methods. Two weekend field days are required.

**Credits:** 1.00

**Corequisite:** GEOL 311L

**Prerequisites:** One geology course

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** One semester of calculus

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 311L - Environmental and Exploration Geophysics Lab**

Required corequisite to GEOL 311. Students will apply knowledge gained in the lectures to collect and model real-world geophysical datasets in this lab.

**Credits:** 0.25

**Corequisite:** GEOL 311

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **GEOL 317 - X-Ray and Clay Mineralogy**

X-ray and clay mineralogy is an integrated and detailed study of the nature of clay minerals and the methods of x-ray analysis. Through projects, lectures, and readings, students gain a thorough knowledge of x-ray diffraction and x-ray fluorescence analytical techniques, and the mineralogy of clays and related minerals. Topics include x-ray diffraction and x-ray fluorescence theory and applications; computer modeling of x-ray patterns; the structure and chemistry of clay minerals, their origin, and occurrence; clays and the origin of life; and the role of clays in weathering. Students complete an original research project making extensive use of the department's modern x-ray facilities.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GEOL 201

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **GEOL 318 - Coastal Geology**

A study of coastal geomorphology, sediments, and wave-related processes active in the present and geologic past. Major topics to be considered include beach, nearshore, and estuarine processes, barrier-island and salt-marsh development, Pleistocene sea-level fluctuations, human modifications and impacts, and erosional-depositional patterns induced by the interaction of physical and biological factors of the coastal environment.

**Credits:** 1.00

**Corequisite:** GEOL 318L

**Prerequisites:** GEOL 190

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 217

## **GEOL 318L - Coastal Geology Lab**

Required corequisite to GEOL 318.

**Credits:** 0.25

**Corequisite:** GEOL 318

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 217L

## **GEOL 320 - Techniques of Field Geology**

A five-week summer field program introduces the basic field techniques used in geologic mapping. Students prepare geologic maps and stratigraphic sections in assigned map areas and develop geological histories, focusing on igneous, sedimentary, and metamorphic processes. The course consists of field work in such locations as Colorado, Wyoming, and Idaho.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 335 - Hydrology and Geomorphology**

The geologic materials nearest the Earth's surface are those that interact with the biosphere, atmosphere, and hydrosphere. This course explores the nature of surficial geologic materials and processes by using geographic information system (GIS) tools and hydrological modeling software. Major topics are landform development, chemical weathering, soil development and quality, and surface and groundwater hydrology.

**Credits:** 1.00

**Corequisite:** GEOL 335L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** A previous earth science or geology course is recommended.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 210

### **GEOL 335L - Hydrology and Geomorphology Lab**

Required corequisite to GEOL 335.

**Credits:** 0.25

**Corequisite:** GEOL 335

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 210L

### **GEOL 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **GEOL 403 - Geochemistry**

Explores the fundamental chemical principles that govern how our planet came to be what it is today. In particular, focus will be on how to use chemistry as a tool to understand major geological processes, from the formation of the planet to processes that are particularly important to environmental quality, and thus to humans.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** GEOL 201 and CHEM 101  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **GEOL 411 - Isotopes in the Earth Sciences**

The age of the Earth, genesis and growth of continents, global climate change, and the formation of the solar system are all understood primarily through isotope and trace element geochemistry. This course explores how geochemical tracers are used to understand processes in the Earth and solar system that are not possible to observe directly. Methods to be investigated include geochronology, radiogenic isotopes in magmatic systems, stable isotopes as applied to understanding fluids in low- and high-temperature environments, stable isotopes and the paleoclimate record, and the radiogenic and stable isotope cosmochemistry of meteorites and lunar samples. Current research in these fields is a focus.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** GEOL 201 (may be taken concurrently) and 3 other geology courses  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **GEOL 415L - Tropical Field Course on Modern and Pleistocene Reefs**

Intensive investigation of fossil and modern reefs is the focus of this field-based "outdoor laboratory" course. Student participants complete a project based on collection of data in the field to learn first-hand about coral reefs, one of the most important and most threatened ecosystems on Earth. During a nine-day trip to the tropics over spring break (or January), students engage in practical exercises to study reef communities past and present. Research projects involve snorkeling to make observations of modern reefs and their inhabitants, including aquatic surveys to assess biodiversity. Projects also include comparison of modern reefs with fossil (Pleistocene) reefs exposed on land. Final reports rely on these and other data to assess the changes reef species have experienced in abundance, diversity, and health through time; and to consider debates about the past, present, and future status of coral reefs. Students complete a short final paper and present research results after they return to campus. This course is graded as satisfactory/unsatisfactory (S/U).

**Credits:** 0.25



**Corequisite:** None  
**Prerequisites:** GEOL 215  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **GEOL 416 - Marine Geology**

The course is designed to provide a realistic understanding of rapidly evolving concepts in the field of geological oceanography. Sedimentary and geophysical data are discussed in the context of global plate tectonics. These data are used to examine the processes responsible for the origin and evolution of continental margins and ocean basins and to reconstruct global climate history. When offered, the credit-bearing laboratory GEOL 416L must be taken and passed concurrently with GEOL 416.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** GEOL 225 Four geology courses  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **GEOL 416L - Marine Geology Lab**

Required corequisite to GEOL 416.

**Credits:** 0.25  
**Corequisite:** GEOL 416  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **GEOL 418 - Tectonics Seminar**

Analyzes large-scale structures of the Earth's crust and interior. There is particular emphasis on the interpretation of modern and ancient orogenic belts in terms of plate tectonics models. Includes discussion of the details of plate boundary structures and plate interactions, evolution of the Earth's lithosphere through geologic time, and the use of isotopes in geological investigations. Student presentations are required.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** GEOL 235 (may be taken concurrently)  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **GEOL 420 - Solid Earth Processes**

Focuses on how the Earth's processes such as volcanism, plate motion, and mantle dynamics are studied by geologists. Through a seminar-style approach, students consider the techniques used to understand the solid Earth, with emphasis on volcanic and plate tectonic systems. Methods studied include (a) volcanic systems: gas, plume, and thermal monitoring for prediction of eruptions, lava chemistry, heat flow, geochronology, field observations, and lava flow dynamics; (b) plate tectonics: earthquake observations, ground deformation, and gravity; (c) planetary geology: remote sensing, spectroscopy, and plume sampling. Each technique is examined in the context of a specific case study (e.g., Mount Pinatubo, Hawaii, Yellowstone, Los Angeles fault zones, Venus, and the moons of Jupiter) through readings and discussions of current geological literature. Experts currently working in the field are often consulted as resources.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 430 - Seminar on Acid Rain**

Acid rain — more properly termed acid deposition — is a worldwide environmental problem that adversely affects lakes and streams, forest ecosystems, plants and animals, and human health. The course examines this environmental issue from the beginning of the industrial revolution to the present. The science of acid rain — from why and how it forms to what we know about its effects on ecosystems, earth materials, and people — is explored and discussed in detail. For decades, New York State received some of the most acidic deposition in the United States; therefore a portion of course time is spent examining the effects of acid deposition in central New York and the Adirondack Mountains, and the potential for recovery of ecosystems to pre-acid rain conditions. Finally, links between science and policy are explored through examination of the Clean Air Act and events leading up to this and subsequent landmark environmental enactments by Congress.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GEOL 201 and at least three additional geology courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **GEOL 441 - Senior Research Seminar**

Students engaged in senior or honors research are required to register for this course designed to guide them in the proper preparation of a research paper or honors thesis. Students are instructed in research techniques, including library research, statistical analysis, and other approaches commonly used in the geosciences. Other matters addressed in this seminar include the format of the research paper or honors thesis, techniques of scientific writing, and how to prepare an oral presentation.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **GEOL 450 - Paleoclimatology**

Earth's climate has fluctuated widely in the past, between warm periods and ice ages, and times of great drought versus wetter intervals. The planet currently faces abrupt climate change resulting from human-induced environmental modification. Paleoclimatology, the study of past climates and environments of the Earth, provides a long-term perspective on the nature of global climate variability that is critical for evaluating the sensitivity of the Earth system to past, present, and future changes. This course provides students with an overview of paleoclimatology by examining the use of proxy records such as marine and lake sediment sequences, ice cores, tree rings, corals, and historical data to reconstruct past climatic conditions. Dating methods are introduced, and seminal publications in paleoclimatology are reviewed in tandem with current research papers addressing outstanding questions in paleoclimatology. Throughout, students critically analyze their current understanding of past climates and environments, and identify promising directions for future research. Topics include abrupt climate change, human evolution and climate, biosphere-climate interactions, and paleoclimate modeling.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GEOL 215 or GEOL 225

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** GEOL 350

## **GEOL 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **GERM 121 - Beginning German I**

Introduces students to the basic structures of German and focuses on the four language skills of understanding, speaking, reading, and writing German in cultural, functional contexts. The courses simultaneously introduce students to the vibrant societies and cultures of German-speaking Europe.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 122 - Beginning German II**

Continued introduction to the basic structures of German and focuses on the four language skills of understanding, speaking, reading, and writing German in cultural, functional contexts. The courses simultaneously introduce students to the vibrant societies and cultures of German-speaking Europe.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 195 - Elementary-Level German Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 201 - Intermediate German I**

Completes the presentation of basic structures of German and helps students develop greater facility and sophistication in using these structures - in comprehension, speaking, reading, and writing. Continue the exploration of German cultures begun on the 100 level.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GERM 122 or equivalent

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who score 3 or higher on a German AP exam

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 202 - Intermediate German II**

Completes the presentation of basic structures of German and helps students develop greater facility and sophistication in using these structures - in comprehension, speaking, reading, and writing. Continue the exploration of German cultures begun on the 100 level.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GERM 201 or equivalent

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 230 - Once Upon a Time: Fairy Tales**

Castles, enchanted forests, princes and princesses, wicked stepmothers, dangerous beasts, moral lessons and terrible punishments: this course re-visits the world of childhood bedtime stories with the aim of developing a critical appreciation of the meaning, structure, and function of classic fairy tales. Beginning with the tales of Charles Perrault and the Brothers Grimm, the course also examines Disney film adaptations and modern rewritings by authors such as Roald Dahl, Margaret Atwood, and Anne Sexton. Questions to consider include: What is a fairy tale? How have fairy tales been used to teach moral lessons and reinforce cultural values? How have these stories been re-imagined for different audiences? Readings and discussions will culminate in a collaborative multimedia project. Course taught in English.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 295 - Intermediate-Level German Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 322 - German Expressionist Cinema**

Students screen a selection of representative German films and analyze them with an eye to the social and historical context in which they were made and to their innovation and influence in the development of cinema art and film language. The films are also discussed in terms of larger theoretical and methodological issues (film and literature, realism, representations of class or gender stereotypes, film and political propaganda, etc.). Taught in English. Participation in the accompanying FLAC section is mandatory for students wishing to earn German major/minor credit for this course.

**Credits:** 1.00

**Corequisite:** GERM 322L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 322L - Required Film Screening**

Required corequisite to GERM 322.

**Credits:** 0.00

**Corequisite:** GERM 322

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 325 - Transnationalism in Contemporary German Culture**

Demographic changes in Europe's largest country have transformed conceptions of its national culture. The discourse of transnationalism has emerged to address contemporary political and cultural phenomena no longer confined to the stages of nation-states. This course examines the transnational imagination at work in recent German cultural production, with an emphasis on cinematic negotiations of German and European identity. Factors contributing to these negotiations include the tenuous legacy of German unification, the consolidation of the European Union, and the migration of people to Germany, especially those with a non-European background. The course's method of inquiry is multidisciplinary: a focus on contemporary films is supplemented with historical background, contemporary philosophy, and political essays. To address the aesthetic qualities of transnational cinema, students familiarize themselves with the terminology and methodologies of film studies and perform critical visual analyses of the cinematic material. Participation in the accompanying FLAC section is mandatory for students wishing to earn GERM major/minor credit for this course.

**Credits:** 1.00

**Corequisite:** GERM 325L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** FMST 200 is desirable but not required

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 325L - Required Film Screening**

Required corequisite to GERM 325.

**Credits:** 0.00

**Corequisite:** GERM 325

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **GERM 326 - Germany and the Environmental Imagination**

Germany is widely recognized as a global leader in environmental policy and green technology. To what extent does Germany's role as a pioneer in the global environmental movement have its roots in German culture? Building on interdisciplinary scholarship in the growing field of environmental humanities, this course offers an introduction to environmental thought in German literature, culture, and the arts from the 18th-century to the present. The goal of the course is to develop an ecocritical model of reading, focusing on the way literature and other artworks stage the encounter between people and nature in a range of different genres: fairy tales, prose, poetry, landscape painting, and film. Tracing the emergence of the German environmental imagination in key texts from German literature, art, and film, the course also examines the emergence of the modern environmental movement in Germany, and explores how literature and the arts contribute to contemporary debates about environmental justice, species extinction, and sustainability. Course taught in English with an optional FLAC section in German.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 330 - Kafka**

Kafka may be the most dizzyingly overdetermined proper name in world literature. Not only does it stand for the author, it has come to signify a host of political, institutional, existential, and aesthetic conditions. One refers to "Kafkaesque" experiences, sensibilities, or bureaucracies; situations, movies, the 20th century, and modern life are all regularly dubbed "Kafkan" or "Kafkaish." The name seems to have a life of its own; but to understand what it means, students must animate Kafka by reading him. Students read, discuss, and think about a range of Kafka's writing, from novels and short stories to diary entries and legal brief, paying close attention not only to the texts and their various obsessions, but to their emergence in his creative process and their afterlives in translation and the works of other artists. Students explore the multicultural Central European milieu that Kafka inhabited and examine the global transmission and remediation of his work in its critical reception, multiple translations, and adaptations; its transmutation into a style; and its metastasis in popular culture. Taught in English. Participation in the accompanying FLAC section is mandatory for students wishing to earn GERM major/minor credit for this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GERM 341 - Advanced Conversation and Composition (Study Group)**

Especially geared to the needs of American students studying and living in a German environment. Addresses methods for coping in everyday situations as well as in the special setting of a German university. The first part is taught by the director while traveling; the second part is taught by the director or tutors in accordance with the very specific needs of each individual student.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GERM 351 - Introduction to German Literary Studies I**

Introduces students to a variety of German literary texts from the 18th century to the present, in their cultural and historical contexts. Through its exploration of topics such as revolution and social change; constructions of gender; national identity; migration and minority experience; and modernity and aesthetic innovation, the course considers the versatile powers of literature to interpret and influence personal and collective experience. The course also serves as a workshop in which to develop techniques and vocabulary of literary and cultural analysis. In addition to furthering critical understanding of German literature as part of living culture, this course will help students strengthen and expand German language skills in all four areas: reading, writing, comprehension and speaking. Taught in German.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** GERM 202 or equivalent  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GERM 352 - Introduction to German Literary Studies II**

Develops critical and analytical skills through a program of selected readings in German literature of the 19th, 20th and 21st centuries in their cultural and historical contexts.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** GERM 202 or equivalent  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None



### **GERM 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 395 - Advanced-Level German Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 457 - German Literature and Culture (Study Group)**

Designed to create a frame of reference for students by presenting them with a survey of German history and culture and connecting it to the present experience abroad. In addition to study trips in Germany, Austria, and Switzerland, the course incorporates current theater performances, concerts, and visits to museums and art galleries. As with GERM 341, the course has two components: the pre-term weeks (February and March) devoted to travel, and the term at Freiburg during which regular class sessions are scheduled.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 461 - Goethe**

Introduces Goethe's writing and thought through selected plays, narrative fiction, critical writings, and poems. Topics include Goethe's interest and influence in various cultural spheres, such as the visual arts, the scientific fields of his time, and politics in the age of revolutions. Students explore his comparative approach to world languages and literatures, his changing aesthetic positions during his lifetime, and his literary explorations of gender and love. The seminar interprets Goethe in the context of his time and also examines his dominant and debated position in the German cultural tradition.

**Credits:** 1.00

**Prerequisites:** Two GERM 300-level courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 465 - Genius and Madness**

Since Plato, artists and philosophers have recognized the close connection between genius and madness (Wahnsinn). But how exactly does one distinguish between inspiration and mania? Why is it so many geniuses are also mad? And how do changing definitions of mental illness affect how one perceives the relationship between madness and genius across history? These questions are central to the study of literature, philosophy, and the history of social institutions. In this course, students delve deeper into these questions by examining a series of literary, philosophical, and visual works from the German tradition that foreground the relationship between madness and genius, as well as works by geniuses that may also have been "mad." Authors may include Plato, Johann Wolfgang von Goethe, Friedrich Hölderlin, Immanuel Kant, Heinrich von Kleist, Georg Büchner, E.T.A. Hoffmann, Friedrich Nietzsche, Robert Walser, and Thomas Mann. This course emphasizes reading, speaking, listening, and writing German, as well as discipline-specific research skills.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two GERM 300-level courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 475 - Romanticism/Junges Deutschland**

German Romanticism and the movement known as Young Germany evolved in the years between the French Revolution to the "March Revolution" of 1848 and circled around the aspirations and disappointments of the revolutionary spirit. The literature of these years follows shifts in the intellectual debates of the times: the proclamation of individual rights, the crumbling of traditional social structures and the rise of new social forms, the plight of the lone individual detached from traditional moorings. Works we will read include folk fairy tales of the Grimm Brothers, the poetry of Novalis and Eichendorff, fantastic tales by E.T.A. Hoffmann, and the socially critical poetry of Heinrich Heine.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two GERM 300-level courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 477 - Literature at the Turn of the Century**

At the dawn of the 20th-century, central Europeans lived, debated, and created amidst great doubts that their world had any future. At the heart of a conflicted and paradoxical modernity arose a keen sense of the unreality and futility of human affairs. Yet modernity's seemingly unresolvable challenges—including

questions about the political arrangements of diverse and multilingual societies, the constitution of the human psyche, the chances of human survival on the eve of World War I, as well as class, inter-ethnic and gender relations—spawned a furor of pioneering responses in the urban centers of Germanophone Europe. Exploring the resources of this rich period (1890-1924), this course investigates the cultural, literary, philosophical, artistic, and musical activity abounding in Vienna, Prague, and other sites of central European modernity. Readings include works by Zweig, Roth, Hofmannsthal, Schnitzler, Freud, Musil, Kraus, and Kafka. Focus is on reading and writing about central Europe will be supplemented by visual works of art, architecture and cinema relevant to the period.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two GERM 300-level courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 479 - 20th-Century Literature**

Examines the literature and cultures of German-speaking Europe in the 20th century. Because of the wealth of the material, selections vary from semester to semester. Areas of focus may include: the Weimar Republic, exilic literature by émigrés of National Socialism, comparative approaches to West and East German literature, confronting the Holocaust, Austrian and Swiss writers, migration and transnationalism, and the literature of German unification and the Berlin Republic.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two GERM 300-level courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 481 - Lyric Poetry**

A survey of selected examples of German poetry from the Baroque period to the present. Poems are examined with an eye to developments in form and to poetry's engagement with the changing world in which it is created, from the Thirty Years' War to the European Union.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two GERM 300-level courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GERM 482 - The Novelle**

This examination of this unique German form from Goethe to the present emphasizes its 19th-century expression.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two GERM 300-level courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 485 - Drama**

Examines the history, theory, and practice of German drama with a focus on a selection of major dramatic works from the 18th century to the present. As theater continues to thrive as a unique aesthetic and social institution of German-speaking Europe, students conduct a performance-oriented study of theater as a medium of cultural and transcultural communication. Canonical playwrights to be studied may include Lessing, Schiller, Goethe, Kleist, Büchner, Ibsen, Brecht, Peter Weiss, and Heiner Müller. Contemporary playwrights may include Elfriede Jelinek, Falk Richter, Sibylle Berg, Roland Schimmelpfennig, Nurkan Erpulat and Dea Loher. Investigating the genre of the bürgerliches Trauerspiel, the Volksstück, epic theater, postdrama, and postmigratory theater, students also undertake experiments in drama pedagogy.

**Credits:** 1.00

**Corequisite:** GERM 485L

**Prerequisites:** Two GERM 300-level courses

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 485L - Required Film Screening**

Required corequisite to GERM 485.

**Credits:** 0.00

**Corequisite:** GERM 485

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GERM 486 - What is German World Literature?**

What is German World Literature? This question highlights the relationship between the idea of a national literary tradition and a broader concept of literature that crosses linguistic, cultural, or national boundaries. This seminar focuses on theories of "world literature/s" and on primary literary texts written in German as examples of works that circulate through and reflect multiple cultural and linguistic contexts. How are the Grimm fairy tales mediated by Disney? What do we understand by the term "Kafkaesque"? Why did Goethe emulate the Persian poet Hafis? Do Senoçak's readers in America contribute to a new idea of German or German-Turkish literature? Topics include the roles of translation, migration, economic and media globalization, nationalisms, and contemporary and historical transnational identities in shaping world literature written originally in German. This course is taught in German, and all written work is to be completed in German.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** Two GERM 300-level courses  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GERM 490 - Honors or High Honors**

Devoted to the honors project, this course must be taken in addition to the eight courses required for the major. Although it is a year-long course, students register for it once, in the spring semester of the senior year. See "Honors and High Honors," on department page.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GERM 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GREK 121 - Elementary Classical Greek I**

The first semester of an introductory study of the elements of the Greek language. A thorough and methodical approach to the basics is supplemented, as students progress, by selected readings of works by ancient authors.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GREK 122 - Elementary Classical Greek II**

The second semester of an introductory study of the elements of the Greek language. A thorough and methodical approach to the basics is supplemented, as students progress, by selected readings of works by ancient authors.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GREK 121

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GREK 195 - Elementary-Level Greek Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GREK 201 - Intermediate Greek: Prose**

This intermediate-level course in the Greek language focuses on advanced grammar and syntax and on reading selections from a range of authors, e.g., Plato, Herodotus, Xenophon. Students increase their familiarity with Greek style while devoting attention to literary, historical, or philosophical analysis.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GREK 122 or equivalent

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GREK 202 - Intermediate Greek: Poetry**

An intermediate-level course in the Greek language with readings from one of the following poets: Sophocles, Homer, Euripides. Students increase their knowledge of Greek grammar and style and of the basic literary and technical aspects of Greek poetry.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GREK 122 or equivalent

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GREK 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GREK 295 - Intermediate-Level Greek Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GREK 301 - Greek Tragedy**

Close reading and study of one or more plays from the works of Aeschylus, Sophocles, or Euripides. This course is designed to give students a wider appreciation of the genre of Greek tragedy as well as to increase their philological skills.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GREK 201 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **GREK 302 - Aristophanes**

Studies at least one play of the Athenian comic poet Aristophanes. Particular attention is paid to the relationship between the comedies of Aristophanes and Athenian tragedy, the language of Aristophanic comedy, and the social and political background of his works.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GREK 201 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GREK 310 - Homer**

Close reading and study of selections from the Iliad or the Odyssey. Students, in addition to mastering the epic language, acquire a clearer sense of the place of the epics in Greek literary history.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GREK 201 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GREK 320 - Herodotus**

Close reading and study of selections from the Histories of Herodotus, the so-called father of history. This course introduces students to the study of Greek historiography and the nature of Herodotean history.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GREK 201 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GREK 321 - Thucydides**

Close reading and study of selections from the History of the Peloponnesian War of Thucydides, an astute political and historical analysis of the great conflict between Athens and Sparta that ended with the defeat of Athens. This course pays particular attention to the complex language of Thucydides and to his historiographical principles.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** GREK 201 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **GREK 350 - Plato**

Translation and close study of selected dialogues of Plato. This course focuses on the importance of Plato's Greek and the dialogues' structure to the philosophical arguments of each work.

**Credits:** 1.00

**Corequisite:** None



**Prerequisites:** GREK 201 or higher  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GREK 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GREK 395 - Advanced-Level Greek Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GREK 490 - Honors**

Independent study, open to candidates for honors.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **GREK 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **HEBR 121 - Elementary Hebrew I**

Teach modern Hebrew as spoken in Israel and are designed for students who are interested in developing oral and written Hebrew skills. The course is helpful to those who are interested in deeper knowledge of Jewish culture and wish to improve their knowledge of Hebrew for religious studies. Designed for students with no previous Hebrew background and students who have learned to read phonetically without comprehension.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **HEBR 122 - Elementary Hebrew II**

Teach modern Hebrew as spoken in Israel and are designed for students who are interested in developing oral and written Hebrew skills. The course is helpful to those who are interested in deeper knowledge of Jewish culture and wish to improve their knowledge of Hebrew for religious studies. Designed for students who have completed HEBR 121 or have equivalent knowledge.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** HEBR 121  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **HEBR 195 - Elementary-Level Hebrew Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **HEBR 201 - Intermediate Hebrew I**

Continuing course for students who have completed HEBR 122 and for students with equivalent or advanced knowledge of modern Hebrew. These courses aim at enhancing the students' reading, writing, comprehension, and speaking skills and involve extensive teaching of grammar. Instruction tools include audiovisual materials, popular texts, Israeli newspapers, and exercises in the language laboratory.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HEBR 122

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **HEBR 202 - Intermediate Hebrew II**

Continuing course for students who have completed HEBR 201 and for students with equivalent or advanced knowledge of modern Hebrew. These courses aim at enhancing the students' reading, writing, comprehension, and speaking skills and involve extensive teaching of grammar. Instruction tools include audiovisual materials, popular texts, Israeli newspapers, and exercises in the language laboratory.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HEBR 201

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **HEBR 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **HEBR 295 - Intermediate-Level Hebrew Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **HEBR 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **HEBR 395 - Advanced-Level Hebrew Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **HEBR 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **HIST 101 - The Growth of National States in Europe (EU)**

Examines national states after 1450; conflict in Europe and world-wide commercial and colonial ambitions; Renaissance culture, the Protestant revolt, Spanish ascendancy; 17th-century French absolutism and constitutional government in England; Austria, the weakened Germanies, the rise of Prussia and Russia; 18th-century liberalism; and the French Revolution, Napoleonic conquest, and the European settlement of 1815. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Restrictions:** Not open to students with AP credit in European history.

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 102 - Europe in Crisis Since 1815 (EU)**

Explores the social, economic, political, and cultural history of Europe over the last two centuries. Topics include the revolutions of 1848, nationalism and the unification of Italy and Germany, the Industrial Revolution and the growth of socialism, imperialism and the alliance system, the Russian Revolution and the two World Wars, Stalinism and the fall of the Soviet Empire after 1989, and the development of the European Union. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Restrictions:** Not open to students with AP credit in European history.

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 103 - American History to 1877 (US)**

A broad survey of key patterns, events, and the history of peoples in America from ca. 1500 to 1877. Covers the breadth of Native American life and the effects of European settlement, the colonial and constitutional periods through the age of reform, the crisis of union, and the Civil War and Reconstruction. Prepares students for upper-level courses in early American history. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Restrictions:** Not open to students with AP credit in U.S. history.

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 104 - The United States since 1877 (US)**

A survey of United States history from the era of Reconstruction to the present. Topics include post-Reconstruction racial retrenchment in the South; immigration; the rise of industrialism and the response to it by farmers and workers; Populism and Progressivism; women's suffrage and the modern women's movement; the World Wars, the Cold War, Korea, and Vietnam; the New Deal and public policy; the cultural convulsions of the 1920s and 1960s; the victories and frustrations of the Civil Rights movement; and the post-Cold War period. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Restrictions:** Not open to students with AP credit in U.S. history.

**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 105 - Introduction to the Modern Middle East (ME)**

This is a beginning course for study of the Middle East region, and a nuts-and-bolts primer on understanding the background for current events. Students learn the political, geographical, and social/ethnic borders that divide the region and the distribution of languages and faiths across it. The historical content of the course is a survey of the past two centuries, with emphasis on the 20th century. No prior knowledge of the Middle East is assumed. (ME)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** HIST 259

### **HIST 106 - The Making of Modern Africa (AF)**

Surveys the history of Africa from 1880s to the contemporary period. Major themes will include: the imperial scramble and partition of Africa; African resistances; colonial rule in Africa; independence and problems of independence; socio-economic developments in independent Africa; ethnic conflicts; crises and contemporary issues. (AF)

**Credits:** 1.00  
**Crosslisted:** ALST 282  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** HIST 282

### **HIST 110 - Introduction to Cultural History (TR)**

An introduction to the ways of looking at the past that differ substantially from those encountered in most high school history courses. Cultural history investigates the many different ways in which diverse peoples in the past have understood themselves, their societies, and their surroundings. It concerns itself with the lives of ordinary people, asking not only what they did, but how they thought about what they did. This course invites students to delve deeply into the cultural practices and ideas of past individuals through a series of case studies from widely disparate times and places. It introduces students to the methods of cultural history and to the historical discipline more generally through readings and analyses of primary sources alongside critical and synthetic approaches to important secondary literature. (TR)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 114 - History of Colgate (US)**

Introduces students to Colgate's rich and diverse history as they learn to navigate the university archives; gain hands-on experience with primary sources; and learn the basics of researching and creating digital history. Students will also learn how historians document under-represented groups and wrestle with how best to commemorate both the happy and the controversial aspects of a university's history. (US)

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** HIST 312

### **HIST 199 - History Workshop**

Trains students in historical methods by focusing on research, writing, and communication skills. Students learn to understand historiographical debates, assemble and assess bibliographies, find and interpret primary sources, construct effective written arguments, cite sources correctly, and develop appropriate oral communication skills. Depending on the instructor, the course may also include the use of non-traditional sources such as film or material culture, as well as the interpretation of historic sites, monuments, and landscapes.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Recommended:** Intended for history majors; should be completed by the end of sophomore year.  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** HIST 200 and HIST 299

### **HIST 202 - Europe in the Middle Ages, c. 300 - 1500 (EU)**

The Middle Ages were a period of enormous transformation and creativity in Europe. This course examines the emergence of medieval civilization from the ruins of the ancient world and the subsequent evolution of that civilization into modern Europe. Themes to be covered include the fall of Rome, the spread of Christianity and the conflicts within the medieval church, the rise and fall of Byzantium, the challenge of Islam and the crusades, the Vikings, the development of the medieval economy, the feudal revolution, the 12th-century Renaissance, the origins of law and government, the effects of the Black Death, and the Italian Renaissance. (EU)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None

**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 203 - Age of the American Revolution (US)**

Covers the age of the American Revolution, beginning with the Stamp Act Riots in 1765 and ending with the election of Andrew Jackson in 1828 and the success of white male suffrage. Topics include the pre-Revolutionary debates and turmoil, the war itself, popular post-war government, and the construction of the Constitution. From there students survey the first presidential elections, the building of a federal government, and the expansion of the United States to the Mississippi River. Includes debates over slavery, suffrage, Native Americans, and diplomatic history. (US)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 209 - The Atlantic World, 1492 - 1800 (LAC)**

The events that followed Columbus' accidental arrival in the New World in 1492 shaped the world in which we live today. This course explores the formation of the Atlantic communities as the result of interactions between European, African, and Native American peoples as well as the circulation of diseases, natural products, labor systems, imperial designs, economic policies, and frontier zones in the Atlantic world. Many of the consequences of this process of interaction were unintended. Students explore the configuration of European, African, and Native American societies before contact and the configuration of new communities in the New World; the slave trade and the establishment of the plantation complex from Brazil to South Carolina; the spread of Christianity in the New World; the development of scientific practices in the service of imperial and national states; the establishment of labor systems; and the different strategies of accommodation, resistance, and rebellion of the different actors trying to find/protect their place in the Atlantic world. This course intends to provide a regional framework for the study of colonial societies in the western hemisphere as well as for the study of emerging empires and states in Europe. (LAC)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 210 - The History of Health, Disease and Empire (TR)**

A comparative approach to exploring issues of disease, health, and medicine in the context of European imperial projects around the globe. Focusing on the late 17th through the early 20th centuries, the course traces how global empires facilitated environmental changes and exchanges, as well as the spread of diseases across distant sites. Students will study the shifting understanding of disease and health, as well as health disparities between enslaved and colonized populations and colonizers. These disparities had far-reaching geopolitical, economic, and social ramifications, including major influences on ideas of race and



human difference. Students will gain an understanding of how practices of medicine and public health developed in imperial contexts as contested techniques of governance. (TR)

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 211 - Women's Rights in US History (US)**

Examines the social and cultural history of women in the United States from the Revolutionary era to the present day, tracing feminist ideas from the margins of democratic thought to the center of modern political discourse and culture. Students will explore how issues including race, class, region, religion, work, education, and generational differences have shaped women's lives and maintained gendered order in American society and how, in turn, women have shaped their lives in response to these issues, opportunities, and constraints. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** HIST 311

### **HIST 212 - The Emergence of the Modern Woman (TR)**

A comparative and cross-cultural approach to modern women's history, from the Enlightenment to the present. The course considers common elements of women's experience in modern history, including changes in fertility and sexuality, increasing educational attainment, transformations in economic roles, and new access to political power. Students explore the importance of women's own agency, or resistance to oppression, in bringing about and exploiting these changes; and they assess the diversity of women's identities as conditioned, for example, by class, race, or ethnicity. The course emphasizes the particular history of different nations or regions depending on the instructor, but it always involves students learning to work within a comparative framework. (TR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 213 - Women in the City (US)**

How has gender been negotiated in the confined space of the city? Focusing primarily on the rich histories of New York and Chicago, and other U.S. cities, this course considers how urban life for women and men diverged, and how it met, from the early 19th century, through the post-WWII "urban crisis" and women's

liberation movements, to the present day. Students will examine historical arguments about the construction of gendered identities, paying particular attention to divisions of race, class, sexuality, and religion. Throughout the course, students will interrogate their own personal geographies, as well as those inhabited by our historical subjects. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 214 - American Cultural and Intellectual History (US)**

Surveys some of the most important conversations in the history of the United States. Explores: America's providential destiny, slavery, and the roots of "liberty;" the problem of maintaining a democratic society built on the wealth and inequality generated by capitalism; the making of a modern nation and the nature of nations; the multiplication of "experts" ready to help us live our increasingly bureaucratized lives; and late 20th-century debates about justice and identity. Students read and write extensively using primary sources and learn to read other cultural artifacts from the American past. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 215 - American Foreign Relations, 1776 - 1917 (US)**

Examines the development of American foreign relations from the Declaration of Independence to the entry of the United States into World War I. Considers the emergence of competing ideas about the place of the United States in the world in the 18th, 19th, and 20th centuries, and such subjects as the formation of early American foreign policy, tensions with Europe, westward expansion and the war with Mexico, the growth of American economic power, and the rise of U.S. imperialism. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 216 - U.S. Foreign Policy, 1917 - Present (US)**

U.S. foreign relations from the entry into the Great War to the present. Topics include the unquiet "normalcy" of the 1920s, origins of U.S. participation in the Second World War, the atomic bombs, the Cold War, the Korean and Vietnam Wars, arms control, the end of the Cold War, and the new world of terrorism and conflict. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 218 - The African American Struggle for Freedom and Democracy (US)**

Surveys the presence of African Americans in the United States and their struggle for freedom under the concept of democracy. Examines African origins, the Middle Passage, the creation of an African American culture in slavery, the Civil War and Reconstruction, the growth of black communities in the face of hostility, the African American impact on American culture, the Civil Rights movement, and the continuing struggle by African Americans to make democracy real. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 219 - Oceanic Histories (TR)**

It may seem self-evident that oceans have histories, that far from being timeless, they constantly change. Nonetheless, this is a relatively recent idea. This course takes this idea as its starting point, and in doing so explores oceans and coastal areas as more than simply spaces, but as complex historical entities. Marine environmental history will provide the main framework for the course, although maritime history and oceanic studies concepts--such as Atlantic and Pacific Worlds--will also feature prominently. The course gives particular attention to the period of increasing globalization and drastically intensifying human exploitation of the oceans since roughly the fifteenth century. It also, however, considers pre-modern, pre-industrial relations between humans, oceans, and marine environments, suggesting their mutual influences long before the period usually associated with major human effects on the environment. (TR)

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 220 - The History of Nature and Capital in the United States (US)**

Tells a story about Americans' encounters with the natural world alongside their development of new technologies, modes of labor, and methods of business and finance. The wide-ranging explorations reveal the various ways that capitalism in the United States has packaged, developed, pillaged, improved, or sold the natural world---all while fundamentally shaping modern American business and society in the process. Students learn the fundamental methods of historical inquiry through in-depth investigation into the histories of particular commodities while they simultaneously wrestle with important questions in environmental

studies and political economy. They ask the questions: what was the nature of power and what was the power of nature in the past? (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 225 - Jamaica: From Colony to Independence (Study Group) (LAC)**

Surveys the history of Jamaica from 1655 when the British took possession of the island through political independence in 1962, to the present. Examines the growth of Jamaica to become Britain's most prosperous colony during the 18th century based on an export sugar-based, slave-driven economy; the social and political consequences of its dependence on slavery; the economic effects of slave abolition and free trade during the 19th century; social and political developments after emancipation; the growth of black nationalism and decolonization; and post/neo-colonial developments. (LAC)

**Credits:** 1.00

**Crosslisted:** ALST 225

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 228 - The Caribbean: Conquest, Colonization, and Self-Determination (LAC)**

Surveys Caribbean history from European conquest and colonization to political independence. It introduces students to the salient features of the region's history from indigenous societies and their destruction by European invaders and the indigenous peoples; through the rise of plantations and African slavery, the struggles for freedom, post-slavery social and economic developments; to the rise of nationalism leading to political self-determination, and the new American imperialism. (LAC)

**Credits:** 1.00

**Crosslisted:** ALST 228

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 230 - The Making of Latin America (LAC)**

How did indigenous peoples, Europeans, Africans, and their mixed-race descendants become "Latin American"? How have people challenged colonial rule and its enduring legacies? Why have dictatorships or military regimes so often taken the reins of power, and what roles has the United States played in the region's politics and development? This course, which surveys a broad swath of Latin American history from

the 16th century to the present, addresses these and other questions through a wide range of sources. Particular attention is paid to records of life and thought left by individuals, who either composed documents themselves or spoke through the writings of others. (LAC)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 231 - Resistance and Revolt in Latin America (LAC)**

Examines a broad range of revolts and revolutionary movements in Latin America, beginning in the colonial period and focusing on the 20th century. Some of these successfully overthrew ruling regimes; others did not but left a lasting mark on the region's history. Also examined are less organized forms of resistance, including sabotage, absenteeism, and riots used by slaves and workers to protest their conditions of life and labor. Case studies include Mexico, Brazil, Cuba, Colombia, and Guatemala. (LAC)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 232 - The Crusades (EU)**

In 1099, a crusading army sacked Jerusalem, killing Muslims, Jews, and Christians alike. This act of savagery earned the crusade fame in Christian Europe and infamy in the Islamic world, prompting a crusade movement in the West and a military reaction in the East. The forces stirred up by these events also led Western Europe toward the conquest of Spain, Eastern Europe, Greece, and eventually the Americas and beyond. In this course, students study the causes, progress, and results of the Crusades themselves, as well as the new colonial societies that developed in their wake. Students focus on the transformation of four cultures: western Christendom, Judaism, Byzantium, and Islam. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 233 - The French Revolution: Old Regime, Revolution, and Napoleonic Empire, 1770-1815 (EU)**

An overview of one of the most tumultuous periods in modern European history. France experienced a range of different governments, from absolute monarchy, to the Reign of Terror, to the Napoleonic Empire, a

progression that was accompanied by an expansion of the existing war (from 1792 on) into a massive European-wide war. There were serious claims for citizenship and equality from working class men, from women of all classes, and from slaves and free people of color in France's colonial empire; there were disturbing acts of violence committed by crowds as well as by the government itself. The course is designed to introduce students to the major events and personalities and the political evolution of the state during this time, as well as to discuss some of the important historiographical arguments. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 238 - Europe in the Age of the Renaissance and Reformation (EU)**

A survey of early modern European history. It focuses on the Renaissance and the age of expansion and exploration as well as the Reformation and the era of religious wars. The primary areas of focus include the development of the European state system, the emergence of the European economy, and the growing size and scale of warfare. Additional subjects include the witch craze and gender roles, art and patronage, print culture and literacy, popular religions, and the development of the concepts of the self and individual freedom. (GL)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 241 - Tudor - Stuart Britain (EU)**

In 1485, Henry Tudor became king of England. A second-rate power in Europe, his kingdom had been torn apart by dynastic struggles and civil war. By 1714, when the last of the Stuart monarchs died, everything had changed. England was now part of the United Kingdom of Great Britain, which included Scotland and Wales, and whose king also ruled over the neighboring island of Ireland. The medieval feudal kingship had been replaced by a well-established parliamentary monarchy, with many stops along the way. Britain was now a world power, at the center of a far-flung empire, and competing with France for dominance in Europe and beyond. This course will explore precisely how these monumental changes came about, taking a close look at British history over the long 16th and 17th centuries from a number of different perspectives: political, religious, social, cultural, commercial, and intellectual. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **HIST 248 - Women's Lives in Europe, 1500-Present**

Focuses on the range of experiences of women in Europe, from the Renaissance to the present day. Topics include the experiences of women in the work force and the family, the witch craze, women and religion, women's involvement in politics and reform movements, the exercise of state control over women's bodies, and the changing priorities of feminism and feminist ideologies. (EU)

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **HIST 249 - History of the City of London (Study Group) (EU)**

A history of the city from its origins in Roman times, through its medieval rebirth, its growth as the commercial and institutional capital of empire, to its refashioning as a vibrant, cosmopolitan metropolis. Taught through a combination of classroom sessions and walking tours. Offered only in London. (EU)

**Credits:** 1.00

**When Offered:** London Study Group

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** HIST 349

## **HIST 251 - The Politics of History (TR)**

While the discipline of history is often approached as a collection of static, undisputed facts, the past is constantly re-interpreted and re-written to suit the needs of those living in the present. Far from being an apolitical exercise or a straightforward empirical investigation, history is contested and hijacked by individuals and groups who seek to use it to advance their interests and promote their agendas. History is not only subject to intense and divisive public debates, it frequently appears at the center of both latent and active inter-group conflicts. Through close readings of key texts and hands-on engagement with contemporary case studies, this course aims to provide a broad overview of the politics of history. The scope of the course is global, and the methodological approach is multi-disciplinary, spanning such fields as history, political science, public and international affairs, memory studies, museum studies, and peace and conflict studies. (TR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **HIST 254 - History of Coffee and Cigarettes (TR)**

How did Arabian coffee and American tobacco become global vices? How has the use and meaning of these everyday products changed over time? Why are so many people drawn to caffeine and nicotine, and why do they have such a hard time quitting them? This course traces the history of coffee and cigarettes from the 1500s to the present. Readings and discussions range from 16th-century Turkish coffeehouses to 21st-century Starbucks, and from the prohibition by King James I of tobacco to contemporary debates on second-hand smoke. Other historical topics include the discovery and diffusion of coffee and tobacco; the establishment and spread of coffeehouses; early prohibitions on tobacco use; the connections between colonialism and consumer goods; and the medical, economic, and political debates surrounding these products in the 20th century. (TR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **HIST 255 - The Ottoman Empire, 1300 - 1924 (TR)**

The Ottoman Empire lasted for over six centuries and was one of the last multi-ethnic empires in world history. States that were once part of the empire include Iraq, Israel, Syria, Egypt, Lebanon, Libya, Greece, Bosnia and Herzegovina, Serbia, Turkey, and Saudi Arabia. This course examines the social, political, and economic life of the Ottoman state from its beginnings among nomadic tribesmen to the fall of the "Grand Turk" in World War I. Issues addressed include the organization of structures of control over such a large and heterogeneous population and the maintenance of a relatively high level of integration in society over time. The factors that led to the disintegration of this empire, including nationalism and colonialism, are also examined. (TR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **HIST 261 - Modern Irish History (EU)**

Few Western European countries have had as turbulent a recent history as Ireland, nor one whose legacy remains as persistent. This course focuses on Ireland's evolution from Britain's oldest colony to a self-governing state, culminating in her current situation as a divided nation whose acute internal tensions sit uneasily within a broader framework of European unity. Although the independence struggle and Anglo-Irish relations in general feature prominently, the course goes beyond the "national question" to examine such issues as the growth of Irish culture, images of Irishness at home and abroad, developments in social and economic history, and the complex roots of the conflict in Northern Ireland. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None



**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 263 - Cities of the Silk Road (TR)**

An overview of the cultural and economic relationships that developed across Eurasia from the 1st to the 14th centuries CE. The course focuses on the fabled "Silk Road," overlapping of overland trade routes through Central Asia that connected China and Japan with western Europe. The impact of the Silk Road was as often regional and local as it was intercontinental; most travelers did not cover the whole route but remained in areas that were indigenous to them. The course examines a number of very broad themes, such as the interaction of nomadic and sedentary peoples, the spread of religions, cultural confrontation, and syncretism. The course is a challenging one for both instructor and students in that it covers an enormous geographic, cultural, and chronological span. (TR)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 264 - Modern East Asia (AS)**

Examines the formation of modern East Asia, with particular focus on China, Japan, and Korea. Explores the changing role of empire and nation, indigenous reevaluations of tradition, and finally the shifting political, economic, and military relations among China, Japan, and Korea. Concludes with a look at East Asia's evolving place in the world as a whole. (AS)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 265 - War and Violence in East Asia (AS)**

Explores the place of war and violence in East Asian societies from 1200 to 1700. Among the many topics examined are samurai, ninja, martial arts, Ghenghis Khan, and piracy. First, students look at the internal organization of armies, their place in domestic politics and society, and their role in foreign relations. Second, they examine the impact of war on religion, economics, politics, and the arts. Third, because of its importance, violence was tightly linked to religion, literature, and popular theater. Finally, students consider the various ways that these traditions attempted to prevent, control, and manipulate violence through examining political philosophy, law codes, and social mores. (AS)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 266 - Foreign Relations in East Asian History (AS)**

Explores how a large portion of humanity, that is China, Korea, and Japan, understood, articulated, and practiced inter-state relations for most of their history (prior to 1800). Students examine the historical origins of foreign relations in East Asia, trace their variation by time and place, and consider their ties to domestic political, social, and intellectual developments. Finally, students review the strikingly different ways scholars have characterized East Asian foreign relations. (AS)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 268 - History of Ancient and Medieval India (AS)**

Surveys major themes in the political, social, economic, and cultural history of ancient and medieval South Asia beginning with the Harappan Civilization (c. 2600 BCE) and ending with the early 16th century CE. Familiarizes students with several key historical developments and processes that defined the region in this period, including the beginnings of the first urban settlements, the emergence of empires, and the rise of diverse religious and cultural traditions. Students learn how the nature of primary sources for historical reconstruction changes over the course of this long time period and focus on several historiographical debates that have shaped our understanding of the region's past. No prior background in South Asian history is required. (AS)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 269 - History of Modern India (AS)**

Surveys the history of South Asian from the expansion of the Mughal Empire in the early modern period and the rise of the British colonial power in the 18th and 19th centuries to the emergences of modern nation states. The course also looks at the different political, economic, and cultural trajectories that these nation states, particularly India, Pakistan, and Bangladesh, have taken since independence. With the aim of developing a historical perspective to the complex and often paradoxical social, religious, and political identities that the region of South Asia exhibits today, this course introduces students to a diverse set of primary sources ranging from Mughal court chronicles, European travel accounts and autobiographies to public speeches and official correspondences. Although this course complements the survey of the ancient and medieval history of South Asia taught in HIST 268, no prior background in South Asian history is required. (AS)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 271 - The First World War (TR)**

Was the First World War a "tragic and unnecessary conflict," as one of its leading historians has recently suggested? Why did men continue to fight amid horror and misery? And how did total war rend the fabric of society, politics, and everyday life? To answer these and other questions, this course examines the First World War from a variety of perspectives. Attention will be paid to its origins and outbreak, its conduct by generals and common soldiers, its effect on women and workers, and its wide ranging consequences, both on individuals and empires. The course concludes with a discussion of how the First World War has shaped the world in which we live today. (TR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 272 - War and Holocaust in Europe (EU/TR)**

Focusing on one of the darkest chapters in European history, this course examines the causes, conduct, and consequences of the Second World War and maps the terrible course of the Holocaust. Chronologically, the course begins with Hitler's seizure of power and ends with the collapse of his empire in 1945; thematically, it gives special attention to collaboration and resistance, morale and mobilization, and military and diplomatic turning points. Throughout the course, emphasis is given to the experience of ordinary men and women, whether on the home front or the battle front, in neutral or warring states, in hiding or in the camps. (EU/TR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 273 - The Century of Camps (TR)**

A little more than a hundred years ago, a new kind of structure appeared: the detention camp for civilians. Originally termed a 'concentration camp' (because it 'concentrated' the inhabitants of an area into a small confined space) and intended to be a shortterm expedient, the camp quickly became an archetype of the modern age, a tool relied upon by democratic no less than dictatorial states-and even by humanitarian organizations seeking to deliver aid. This course will examine, from a comparative perspective, the role,

structure and meaning of the camp in its extraordinary variety of forms during the past century; its creation of a 'parallel universe' within which new dystopian kinds of social organization become possible; and the human experience of those whose lives it has impacted, distorted or terminated. (TR)

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 281 - Slavery and the Slave Trade in Africa (AF)**

Slavery and the slave trade are global phenomena with historical roots in the earliest civilizations. The course examines the long history of slavery and the slave trade in African societies, exploring the role that slavery played in African economic, political, and social life, as well as how the export of human beings as slaves transformed African societies. The course also considers how slaveholders and slaves shaped early African societies, the logic and consequences of African participation in the Atlantic slave trade, the aftermath of abolition in 20th-century colonial Africa, and how coercive forms of labor control have persisted into the 21st century. (AF)

**Credits:** 1.00

**Crosslisted:** ALST 281

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 284 - Decolonization in Africa (AF)**

Surveys the history of the growth of anti-colonial nationalism, the end of colonial rule, and post-independence Africa to the contemporary period. It focuses on the comparative analysis of the winning of independence from French, British, Italian, Portuguese, and Belgian colonization. Major themes include African responses to colonial rule, wind of change, independence and problems of independence, pan-African movement, socio-economic developments, cold war, colonial legacies, political systems, and contemporary issues. (AF)

**Credits:** 1.00

**Crosslisted:** ALST 284

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 300 - The London Colloquium**

Taught each fall semester. Limited to students accepted to the London History Study Group the following spring. Has three purposes: first, to introduce students to subject matter to be covered in the instructor's London seminar; second, to get students started on the London-based seminar projects, to be researched and finished under the auspices of HIST 491 in London; and third, to prepare students for life and work in London through study of the city's history and culture.

**Credits:** 1.00  
**When Offered:** Fall semester only

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 303 - The Nation on Trial, 1787 - 1861 (US)**

Examines the development of republican institutions of government and political parties; retention of colonial society and customs; aspects of the social history of the American people (including slaves, immigrants, and women); and the political crises leading to the creation of the Republican Party, the secession of the South, and the Civil War. (US)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 304 - Sex and Sexualities in U.S. History (US)**

Explores the complex and often hidden histories of sex and sexuality in U.S. history, from the Revolutionary era to the present day. Students will consider how American views of sex, desire, and other intimate matters have changed over time, influencing both private decisions and public policies. Topics to be examined include: the emergence of hetero- and homosexuality as categories of experience and identity; the contested boundaries drawn between sociability, friendship, and romance; experiences of dating and courtship; representations of sex and sexualities in popular culture; the development of women's lib and LGBTQ politics; and the significance of gender, class, racial/ethnic, and generational differences. Students will read broadly in the field to understand the kinds of questions historians are pursuing in this growing area

of study. (US)

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 305 - Asian American History (US)**

This course offers an in-depth survey of the history of people of Asian descent from the first arrivals of significant numbers of Asians in American in the mid-19th century to the present, with heavier emphasis on the post-1965 era. In that year, the Hart-Cellar Act lifted earlier restrictions on Asian immigration and initiated substantial migration from the East. The course covers significant events and people in Asian American history while examining the course of ordinary individuals through demography, law, family, and cultural history. This history enables students to learn about and analyze issues of tradition/modernity; race, acculturation, and identity politics; culture and the intersection of laws and politics; and multiculturalism. While coverage extends to every Asian nationality present in the United States, emphasis is placed on the largest groups including Chinese, Japanese, Korean, and Filipinos. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 306 - History of Numbers in America (US)**

Students in this course explore American history by asking how numbers have come to play such a powerful role in shaping American lives. Case studies present the histories of some of American society's most important numbers, including IQ and SAT scores, credit ratings and stock indices, BMI and the calorie, census data and the consumer price index. Students learn the methods of cultural and intellectual history. They develop new conceptual tools for understanding US history, as well as the history of science, business, and the modern state. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 309 - Culture and Society in Cold War America (US)**

For more than 40 years, the Cold War cast a long shadow over American culture and society, shaping everything from gender roles to religious practice, from funding for science to the struggle for civil rights. This course explores the impact of the Cold War on the American home front. Topics include American reactions to the atomic bomb, the role of civil defense, McCarthyism, the culture of consumption, and the

impact of the Cold War on the family, politics, religion, science, and popular culture. Finally, the course considers the domestic legacy of the early Cold War, asking to what degree it retarded or set the stage for the social movements of the 1960s. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 313 - Upstate History (US)**

Examines the rich political, social, and cultural history of upstate New York, with a focus on central New York in the 19th century. As the 18th century came to a close, upstate was a borderland between European settlers and Native Americans. In the antebellum era, the region became a center of the anti-slavery and women's rights movements—and an economic powerhouse where canals and railroads encouraged agricultural prosperity, industrialization, and tourism. Before the Civil War, utopian communities, religious experimentation, and new institutional forms flourished; remnants of many of these movements and markets can still be found on the landscape today. Students will complete regular public history labs - conversations and activities with practitioners from around the state engaging the fields of museum studies and public history. In the process, students will examine the theoretical and methodological challenges surrounding the preservation and presentation of local history in museums, historic sites, and public projects. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HIST 199 or HIST 299

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 316 - The United States in Vietnam, 1945 - 1975 (US)**

The origins, progress, and consequences of the U.S. war in Vietnam. The course opens with a chronological overview of the war and U.S. decision making, then examines several key interpretations of American intervention, explores special topics on the war (including antiwar protest and the war as an international event), and concludes with a look at the legacy of the war. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 318 - African American History: African Background to Emancipation (US)**

This is a course in the history of African American people from 1619 to 1865. The emphasis is on the transition from Africa to the New World, the slavery experience, and the transition from slavery to freedom.

The ideology of racism, the formation of racial identity within the diaspora, and the importance of African American culture are also studied. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HIST 218

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 319 - African American Leadership and Social Movements (US)**

This is a research-oriented course that examines the history of African American leadership and those social movements that have impacted the black world and the United States in the late 19th, 20th, and 21st centuries. Topics include Reconstruction, the movement to build black communities, the civil rights/black power movements, and the continuing struggle to achieve social justice in the 21st century. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HIST 218 and (HIST 199 or HIST 299) and (ALST 202 or HIST 318)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 320 - New York City History (US)**

This survey of key patterns of development of New York's society, economy, and culture from colonial through recent history includes contact and syncretistic cultures of Iroquois, Dutch, German, English, and Afro-Americans; impact of New York's post-revolutionary growth; establishment of metropolitan culture and politics; social and political ramifications of New York's transport and trade; rise of ethnic democracy in 19th and 20th centuries; New York's place in national perspective; perspectives for the future. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 322 - Race and Ethnicity in Latin America (LAC)**

Examines the history of racial and ethnic difference in Latin America, focusing on how racial and ethnic labels were bestowed, claimed, and disputed; what these implied for personal and collective identity; and how other social hierarchies (such as class and gender) operated alongside race and ethnicity in determining status. Attention is also paid to how ideas of race and ethnicity changed over time, especially in moments of economic or political crisis, and how these ideas were taken up by different social groups and in pursuit of various agendas (revolutionary, nationalistic, modernizing, etc.). Spans the colonial period to the present, with case studies from Mexico, Brazil, the Caribbean, and the Andes. (LAC)



**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 326 - Jamaican Culture (Study Group) (LAC)**

Examines the historical growth and florescence of Jamaican culture from the English conquest to the present. This culture is drawn from indigenous Taino, European, African, Jewish, Lebanese, Indian, and Chinese heritages, leading to the emergence of a unique Jamaican creole culture. The process of creolization over historical time forms the central and uniting theme of the course. In that context, various aspects of Jamaica's culture as well as the social forces that helped to shape it are explored. The examination of Jamaican culture includes religion and belief systems; marriage and family; art, music, and dance; literature; folkways; festivals; language; material cultures (food, dress, architecture, etc.); and sport. (LAC)

**Credits:** 1.00  
**Crosslisted:** ALST 326  
**When Offered:** West Indies Study Group

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 327 - Authoritarianism, Dictatorship, and Democracy in the Caribbean (LAC)**

Examines the political development of the Caribbean from European occupation and colonization to the present. The imperial and race-based societal foundations of authoritarianism in the Caribbean are studied, as are the popular democratic impulses arising especially since the end of slavery and culminating in self-governing "democratic" political regimes. (LAC)

**Credits:** 1.00  
**Crosslisted:** ALST 327  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 331 - Medieval Italy, c. 1000 - 1500 (EU)**

Italy in the Middle Ages comprised an immense variety of cultures and societies, from papal Rome to republican Venice, from Arab and Norman Sicily to the commercial cities of the north. This course examines the politics, economy, and religion of the Italian peninsula from 1000 to 1500, including the Italian Renaissance - the great flowering of thought, literature, and art that began in Florence in the 14th century.

(EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 332 - Medieval England (EU)**

Topics in the history of England between the years 600 and 1500. The focus may in a particular semester be the Anglo-Saxon Kingdoms, the Norman Conquest and the origins of English law, or Revolutions and Piety in the later Middle Ages.(EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 333 - The Medieval Church (EU)**

Studies the development of the theology, institutions, and practice of Christianity in the medieval West. Topics to be covered include the early Church; the rise of the papacy and monasticism; the relationship of Catholicism with Jews, Muslims, and Orthodox Christians; the challenge of heresy; the Investiture Conflict; and the shaping of doctrine and practice. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 334 - France in Modern Times (EU)**

Modern France, from the fall of Napoleon to the contentious present, has a history of political upheaval against a backdrop of often surprising economic and social stability. Students will look at the revolutions of the 19th century (1830, 1848, and Paris Commune of 1871); the Dreyfus Affair; the trauma of World War I; defeat and occupation in World War II; the Vietnam and Algerian decolonization wars; the student revolts of 1968; and the challenges of the 21st century. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 335 - Ships, Knowledge, and Colonies in the Making of Iberian Europe (EU)**

Explores the history of Spain and Portugal from the late 15th century to the 18th century. Students study the political, military, economic, and cultural factors involved in the formation of their nation states and empires as well as their competition with other European powers. Covers such topics as the integration of regions into central states, the role of the "other" in defining identities, religious reforms and practices, gender relations, the establishment of European communities in America, and the slave trade. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 336 - The History of Bodies, Planets, and Plants in the Early Modern Period (EU)**

Provides a survey of Western thought about the natural world from the work of ancient philosophers to the work of Isaac Newton. Topics covered include the differences between science and natural philosophy; the role of Plato and Aristotle in the development of Western European natural philosophy; intersections between natural philosophy and technology in ancient Rome and medieval Europe; the growth of the university as a center of natural philosophical study; the role of Atlantic explorations in the development of science; the new cosmologies of the early modern period; and the growth of science, scientific culture, and experimental method. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 337 - Pirates in the Atlantic World, 1500s - 1730 (LAC)**

Examines the emergence of piracy and pirates in the Atlantic World. During the early modern period (15th to 18th centuries), violence and robbery at sea became very intense, giving rise to famous figures. In the second half of the 17th century, pirates established a permanent presence in the Caribbean Sea, and their activities in the area are associated with the first Golden Age of Piracy. A second Golden Age dates from 1713 (Treaty of Utrecht) to the 1730s. The British Navy led an intense campaign against piracy in the 18th century and eventually removed pirates from the Caribbean Sea. Students explore the role pirates played in the development of Atlantic empires, colonial American societies, the transatlantic slave trade, and the Atlantic commercial system from the 16th to the 18th centuries, as well as international legal issues and gender issues. (LAC)

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 338 - The Age of Absolutism in Europe (EU)**

Covers the development of political absolutism in Europe, with a special focus on France from 1589 to 1774. The construction of absolutism in France began with the first Bourbon monarch, Henri IV, reached its high point under the Sun King, Louis XIV, and began its decline under XV, whose many failures led the way to the French Revolution in 1789. Topics include the intellectual and religious justification for absolutism; the political and cultural role of Versailles and courtly etiquette; the crushing of the power of the nobility; wars, the economy, and the rise of the modern army; and the Enlightenment. (EU)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 339 - Traditions of European Intellectual History (EU)**

Takes as its subject the main ideas, key figures, philosophical debates, and major literary movements of Europe in the 18th and 19th centuries. Explores the tensions between tradition and progress, freedom and authority, reason and the unconscious, belief and skepticism, and revolution and non-violence. This is a course about ideas - some vast, dazzling, and groundbreaking, some muddled and misguided - and the historical contexts in which they appeared. (EU)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 340 - 20th-Century European Intellectual History (EU)**

At the beginning of the 20th century, European men and women of ideas agreed that the continent was experiencing an unprecedented intellectual crisis, as the optimistic and positivist doctrines of Victorian liberalism began to crumble in the face of radical challenges from left and right alike. This course examines the transformation in European world-views that has occurred during the past 100 years, focusing in particular on such themes as the growth of "cultural despair," the intellectual impact of the Great War, the New Physics, Gramscian and Lukácsian neo-Marxism, second- and third-wave feminism, existentialism, faith after the Holocaust, the generation of 1968, and the ideas of the Frankfurt School. (EU)

**Credits:** 1.00  
**Corequisite:** None

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 343 - The Formation of the Russian Empire (EU)**

A study of politics and society in the Russian lands from Kyiv to Alexander I. The course focuses especially on the rise of the Muscovite state, its cultural diversity, and its preoccupation with trade, treason, and winning wars; the Petrine reforms and Russia's emergence as a European power; the palace coups; and Catherine II and the Enlightenment. (EU)

**Credits:** 1.00  
**Crosslisted:** REST 343  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 344 - Imperial Russia and the Soviet Revolution (EU)**

Russian history from Napoleon's defeat to the rise of Putin. This course discusses the autocracy of Nicholas I, the Great Reforms, the emergence of revolutionary movements, industrialization and a changing society, the revolutions and the Bolshevik 1920s, the rise of Stalinism, and World War II and the Cold War. A particular theme is the importance and impact of nationalism. (EU)

**Credits:** 1.00  
**Crosslisted:** REST 344  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 346 - Germany and Eastern Europe, 1848 - 1989 (EU)**

Traces the often troubled history of Central and Eastern Europe from the Revolution of 1848 to the fall of the Berlin wall. Topics include the unification of Germany, the collapse of Austria-Hungary, and the emergence of Poland; the two world wars, fascism, and communism; and post-war occupation, division, and dissent. (EU)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 348 - History of Women in Europe in Modern Times (EU)**

Focuses on the range of experiences of women in Europe, from the Renaissance to the present day. Topics include the experiences of women in the work force and the family, the witch craze, women and religion, women's involvement in politics and reform movements, the exercise of state control over women's bodies, and the changing priorities of feminism and feminist ideologies. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 350 - Post-War Europe, 1945 to the Present (EU)**

Studies Europe's changing status in the global community since 1945 and the domestic effects of that change. Topics include the movement toward European Union, the Cold War, decolonization, the rise and fall of Communism, and the emergence of multi-racial Europe. Also explores critiques of material prosperity and consumer culture in the West and the tenacity of nationalism in an era characterized by supra-national ideologies. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HIST 102 or AP credit in European History

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 353 - History of the Modern Balkans (EU)**

Examines key episodes in the history of the Balkans from the mid-19th century to the present. Emphasis is placed on the interaction of different peoples, cultures, and political systems, and on the meaning of Balkan history for European history. Topics include the great powers and their role in the Balkans, the reforms and revolutions of the 19th century, the wars of the 20th century, the varieties of Balkan nationalism, patterns of social and economic change, the nature of Stalinism, the Cold War, and finally, the recent conflicts in Bosnia and Kosovo. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 358 - Conquest and Colony: Cultural Encounters in the New World (TR)**

Explores contrasting patterns of colonization in the "New World," as this hemisphere was once termed by Europeans. Traditionally, such comparative studies have focused on the cultural differences among the European colonizers, but this course focuses equally on the cultural differences among the indigenous peoples of the Americas. As the divergent groups confronted and dealt with each other in the 16th and 17th centuries, they established widely varying patterns of living that would impact the histories of their descendants for generations to come. (TR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 359 - Nationalism and Arab Identity in the 20th Century (ME)**

The concept of nationalism has dominated much of the cultural and political debate in the Arab world since the collapse of the Ottoman Empire. For most of the 20th century, nationalism competed with other forms of identity in the Middle East, and many of the tensions between local and larger categories of identity among Arabs remain unresolved. Through this course students are made aware of the many forms of affiliation that have competed for primary loyalty in the Arab cultural and political sphere, and of the multiple definitions of "nation" that have co-existed. The historical reasons for the relative success of some interpretations over others are explored. The course focuses on issues of identity, interpretation, and organization that impact the region - and the world - even now. (ME)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HIST 105 or MIST 215 or POSC 215

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 362 - The Mughal Empire, c. 1500 - 1750 (AS)**

The Mughal Empire was one of the most extensive and powerful early modern empires. At its height, the Mughal Empire comprised most of the geographic area of the Indian subcontinent. From the origins of the Mughal dynasty to the consolidation of an imperial order and later its disintegration, this course examines the complex political, ideological, social, and cultural processes that enabled the Mughal Empire to thrive. Students work with a variety of primary source material from the period, including memoirs, court chronicles, European travel accounts, and paintings. (AS)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Recommended:** No prior background in the history of the Indian subcontinent is required, though students are encouraged to take HIST 268 and/or HIST 269.

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 363 - History of the Indian Ocean World (AS)**

The Indian Ocean has been a zone of human interaction for several millennia. This maritime highway facilitated the circulation of individuals, ideas, commodities, and technologies, connecting the Indian subcontinent to the Mediterranean and Persian Gulf regions on the one hand and to Southeast Asia on the other. This course introduces students to the growing historical field of the Indian Ocean world and explores several themes including trade, diplomacy, migration, slavery, piracy, European expansion, and various kinds of cultural exchange across this vast body of water. While the Indian Ocean shaped the history and identity of many cultures and communities, the main focus of the course is on the Indian subcontinent. Organized around themes that highlight change and continuity, the period covered roughly coincides with the emergence of Islam in the 7th century to the entry of various European powers in the 16th and 17th centuries, and the emergence of colonialism in the 19th century. (AS)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** No prior background in the history of the Indian subcontinent is required, though students are encouraged to take HIST 268 and/or HIST 269

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **HIST 368 - China, the Great Wall, and Beyond (AS)**

Examines key questions in military, cultural, social, and political history in China from 1200 to 1750. In particular, students compare foreign peoples who conquered China, like the Mongols and Manchus, with the last "native" dynasties in Chinese history. Students consider styles of rulership, the impact of war and the military on society, developments in intellectual life, and international relations of the most populous country in the world. (AS)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **HIST 369 - Modern China (1750 - present) (AS)**

Has a dual focus: China's internal development during this period and its complex interaction with the newly dominant powers of the West and Japan. Begins with the prosperous "high Qing," and then turns to the tumultuous Taiping rebellion of the mid-19th century and the political, military, and social changes it engendered. Then, the Chinese efforts to meet the challenges of the new world order first through a Confucian revival and later through embracing Western technology and ideas are examined. Students trace the development of the Chinese Communist party and the KMT, warlordism, China's involvement in World War II, and the founding of the People's Republic of China. Concludes with a look at the effects of the economic and political reforms of the past two decades. (AS)

**Credits:** 1.00

**Corequisite:** None



**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 370 - The Mongol Empire (TR)**

Traces the origins and impact of the greatest land empire in history. Late in the 12th century, Ghenghis Khan unified the steppe and assembled an awesome military force. During the next decades, the Mongols conquered most of Eurasia. Students examine steppe military traditions, relations between the steppe and the sown, and the establishment of the Mongol empire. Drawing on eyewitness accounts, historical chronicles, art, and modern scholarship, students explore Mongol methods of rulership in the Middle East, East Asia, and Inner Asia and how a century of Mongol domination reshaped world history. (TR)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 377 - History of Culture in the Caribbean (LAC)**

Examines the historical development of diverse creole cultures in the Caribbean, based on a core of neo-African traditions and Amerindian influences, and shaped by the impact of almost five centuries of European cultural imperialism. It explores the cultures of various ethnic groups that co-habited the Caribbean in the wake of European colonization, their separate struggles for cultural autonomy and self-determination, and the emergence of creole cultures to which all contributed. Specific aspects of Caribbean culture are studied to comprehend the process of creolization. (LAC)

**Credits:** 1.00  
**Crosslisted:** ALST 377  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 378 - Systems of Forced Labor in the Caribbean (LAC)**

From the moment Europeans invaded the Caribbean under Columbus in 1492, they regarded the region as a zone of economic exploitation from which wealth could be extracted using forced labor. The Spanish enslaved and rapidly decimated the indigenous peoples before turning to Africa for slave labor. Other European nationalities tried white indentured labor before also turning to enslaved African labor. After slavery was abolished, the European colonizers continued the pattern of exploitation through forced labor by indenturing hundreds of thousands of new immigrant workers from India, Africa, and China. Forced labor remained the engine of the Caribbean plantation economy until the end of the First World War. This course examines how these forced labor systems shaped the growth of the economy and society in the Caribbean, as well as the relations among the various subaltern groups that made up the labor force. (LAC)

**Credits:** 1.00  
**Crosslisted:** ALST 378  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 380 - Emancipation, Forced Labor, and Contemporary Bondage in Africa (AF)**

Examines the transition from slavery to freedom, forced labor during colonial rule, and contemporary forms of slavery in Africa. One of the moral justifications for the European conquest of Africa was the ending of slavery and slave trade. While colonialism led to the demise of the trade, slavery itself continued to exist well to the end of the colonial era. Finding it difficult to organize labor, the colonial authorities used forced labor with no or little compensation and, since independence modern forms of slavery are still practiced in many parts of the continent. Major themes include: abolition laws and emancipation in practice; colonial rule and the slow attack on slavery; plantation labor in East Africa; slavery as an international issue; forced labor, contemporary human trafficking and migrations. (AF)

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 381 - Pre-Colonial Africa (AF)**

Surveys African history to 1880: its peoples and their environments, early Islamic North Africa, Bantu expansion, early states of the northern savannas, the kingdom of Ethiopia, the impact of medieval Islam, Europe's discovery of Africa and the slave trade, and later European missionary and commercial enterprise. (AF)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** HIST 199 or HIST 299  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 382 - Modern Africa (AF)**

This study of Africa from 1880 to the present includes the following topics: European settlement in South Africa and Rhodesia/Zimbabwe; background to the scramble for the rest of Africa; partition by the European powers; British, French, Portuguese, and Belgian colonial regimes; nationalist resistance movements; "patrimonial" post-independence regimes and growing resistance to them in the 1990s. (AF)

**Credits:** 1.00  
**Corequisite:** None

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 384 - Somalia: From Independence to Collapse (AF)**

Examines the history of modern Somalia from 1960 to the present. Major themes include the partition of Somaliland, Somali resistance; colonial rule in Somaliland; independence and problems of independence; the Siad Barre government; irredentist claims and wars; the collapse of Somalia; international intervention and aftermath; attempts to form a government, Islamic Courts Union, and al-Shabab fighters; and piracy. (AF)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 385 - Darfur in Historical Perspective (AF)**

Examines the history of the Darfur crisis. Topics include the people of Darfur, ethnic relations and conflicts, conquest and colonial legacy, Darfur and the Sudan government, the rebels, responses of the Sudan government and Janjaweed, the war, human rights violations, foreign powers, the challenge of humanitarian intervention, and the future of Darfur. Students explore the responsibilities and opportunities we have, as individuals and as a nation, to respond to the refugee migrations, human rights abuses, and genocides that haunted the 20th century and that are beginning to plague the 21st. Exposes students to historical causes of the crisis and some of the humanitarian challenges facing the world today. Also offers multiple frameworks for thinking about what roles we might play in influencing public policy and having an impact on people in need. Students learn to understand and analyze the crisis that the United Nations called "the world's worst humanitarian disaster" and the United States called "genocide." (AF)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 399 - Reading Seminars: New Areas of Inquiry**

Offers history students the opportunity to engage in intensive discussion of recent scholarship. Faculty explore new research areas, which will hone students' skills of critical reading and discussion. Topics and themes will vary based on faculty interests; examples include public history, history of sexuality, material culture, military history, environmental history, or historical justice.

**Credits:** 1.00  
**Prerequisites:** HIST 199 or HIST 299  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 400 - Thematic Seminar**

Selected topics with thematic focus rather than a geographical focus. The thematic seminar underscores the importance of exploring the diversity and the connections of human experience across space and time, and it aims to support the field of focus pathway within the major.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 450 - Seminar in East Asian History (GL)**

Selected problems in East Asian history from early modern times to the present. Typical offerings include social history of late Imperial China, chaos and order in early modern Japan, and moments in East Asian history. (AS)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** One course in Asian history  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 459 - Seminar on Modern Middle Eastern History (ME)**

Covers selected topics in the history of the Middle East from 1600 AD, including political and social institutions of the Ottoman Empire, European economic and cultural penetration, and the colonialism and nationalisms that developed from 1798. Although the majority of the assigned readings focus on the territories once belonging to the Ottoman Empire, research on Iran and the Persian Gulf as well as some

Central Asian and/or North African territories is allowed. Students become familiar with the major historiographical debates in the field and are expected to refer to them in their independent research projects. (ME)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HIST 105 or HIST 359 or equivalent experience

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 462 - Seminar on Problems in African History (AF)**

Selected topics in African history from the ancient times to the present. Possible topics include African kingdoms and civilizations, expansion of Europe and the conquest of Africa, African resistances to colonialism, decolonization, colonial legacy, socio-economic and political developments in post-independence Africa, ethnic relations and conflicts, modern and indigenous mechanisms of governance. Students become familiar with the major historiographical debates in the field and are expected to refer to them in their research project. (AF)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** One African history course

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 472 - Seminar in Revolutionary and Early National American History (US)**

Selected topics in revolutionary and early national history, including slavery and freedom during the American Revolution and in the early republic, the creation of a political order, and religion and politics in revolutionary America. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HIST 203 or HIST 303

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 475 - Seminar in African American History (US)**

Selected problems in African American history, including the civil rights movement and African American intellectual history in the 20th and 21st centuries. (US)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HIST 218 or HIST 318 or HIST 319

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 476 - Seminar on Problems in the 19th-Century United States (US)**

Selected topics in political, social, and cultural history. Possible topics include labor, rights, citizenship, race, religion, empire, gender, and/or sexuality. Students become familiar with the major historiographical debates in the field and are expected to refer to them in their independent research projects. (US)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** One course in US history  
**Major/Minor Restrictions:** Only History Majors and Minors  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 479 - Seminar on Problems in the History of U.S. Foreign Policy (US)**

Selected topics, explored through a combination of assigned readings and research in primary sources. Past seminars have included U.S.-East Asia relations in the 20th century, the origins of the Cold War, and the role of culture, race, and gender in U.S. foreign relations. (US)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** HIST 215 or HIST 216 or HIST 316 or two courses in US History or international relations  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 480 - Seminar on Problems in Latin American History (LAC)**

This seminar explores Latin American history "from below," focusing on the lives and perspectives of indigenous peoples, slaves, peasants, and workers, with case studies from the colonial period through the 20th century. (LAC)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** One course in Latin American history  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **HIST 482 - Seminar on Problems in British History since 1800 (EU)**

Examines topics in the history of modern Britain and its empire (including pre-independent Ireland). Political, social, economic, diplomatic, and cultural approaches are included. (EU)

**Credits:** 1.00

**When Offered:** London Study Group

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 483 - Seminar in French History, 1700 - Present (EU)**

Studies selected problems in French history from the end of the reign of Louis XIV to the present. Each seminar focuses on a particular topic (the old regime and revolution, the revolutionary tradition in the 19th century, the inter-war years, and World War II, for example). (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** HIST 233 or HIST 334 or HIST 338

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 484 - Seminar on Modern European Cultural and Intellectual History (EU)**

Examines selected themes and topics in the cultural and intellectual history of Europe from the late 18th century to the present. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** One course in modern European history

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 487 - Seminar on the History of Russia (EU)**

This course focuses on selected topics in Russian history. Past and proposed topics include the Russian Revolution, Stalinism, Russian social history, national minorities in the Russian Empire, Russia and the Cold War, and Russian popular culture. (EU)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Background in Russian history

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 489 - Seminar on Problems in Military History (TR)**

Focuses on the role of organized violence in history in the context of military-civil relations and change in military technology and methodology. The period covered is ancient to modern (1945), mainly European and non-Western. Each seminar concentrates on a particular era. (TR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 490 - Honors Seminar in History (TR)**

A seminar for candidates for honors and high honors in history. Students enroll in this seminar to complete or extend a paper already begun in another history course. (TR)

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** HIST 199 or HIST 299

**Major/Minor Restrictions:** Only History Majors

**Class Restriction:** Only Senior

**Restrictions:** Limited to seniors with a history GPA of 3.45 or higher

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **HIST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **ITAL 121 - Elementary Italian I**

The ITAL 121, 122 sequence is an introduction to the Italian language that provides a foundation in both spoken and written Italian. ITAL 121 introduces students to the basic structures of the language in a highly interactive way: it emphasizes the mastery of grammatical structures and vocabulary with a strong emphasis on obtaining both communicative and cultural competency. Language Placement Guidelines

**Credits:** 1.00



**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **ITAL 122 - Elementary Italian I**

ITAL 122 is a continuation of ITAL 121 designed to increase students' proficiency in the four skills of understanding, speaking, reading and writing Italian by enhancing their mastery of more complex grammatical structures and vocabulary. Students continue to work with conversation partners, but will also incorporate more specific cultural references in oral presentations and in written assignments. Language Placement Guidelines

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** Students with a grade of C– or below in ITAL 122 are urged to repeat the course before continuing.  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **ITAL 195 - Elementary-Level Italian Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

## **ITAL 201 - Intermediate Italian**

Designed to improve student's ability to understand, speak, read, and write Italian and to expand students' knowledge of Italian culture. It includes review of basic Italian grammar and introduction to new grammar structures, conversational practice, short compositions, cultural and literary readings, and films. Language Placement Guidelines

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** Two or three years of high school Italian, or ITAL 122, or the equivalent  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** Students with previous high school Italian should consult with instructor for proper language placement

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ITAL 202 - Intermediate Italian: Language and Literature**

Designed to build proficiency in all four language skills (listening, speaking, reading, and writing) and to improve knowledge of Italian culture. Besides reviewing and improving students' grammar and vocabulary competency, this course will focus on the reading of short works of Italian literature, short compositions, and class discussions. Students will engage with a wide variety of literary and nonliterary materials, such as books, newspapers, magazines, and videos. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** ITAL 201 Three to four years of high school Italian or ITAL 201 Students with more than four years of high school Italian should consult the instructor regarding placement.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ITAL 223 - Introduction to Italian Cinema**

An introduction to major works of Italian cinema from Neorealism to contemporary productions. Students will watch and discuss groundbreaking films by Italian directors such as Rossellini, Fellini, Antonioni, Pasolini, Wertmüller, Benigni, and others. Places Italian cinema within the context of European art cinema and film theory, and focuses on the ways these films represent diverse Italian historical and cultural situations. It emphasizes the study of cinematic analysis and filmmaking techniques, as well as the historical and cultural situation in Italy from World War II to the present. Students are required to attend weekly screenings in addition to regular class meetings. Taught in English, with the option of a discussion group in Italian.

**Credits:** 1.00

**Corequisite:** ITAL 223L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ITAL 223L - Required Film Screening**

Required corequisite to ITAL 223.

**Credits:** 0.00

**Corequisite:** ITAL 223

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **ITAL 226 - Venice and Italy (Study Group)**

Enduring for more than a thousand years, the Venetian Republic was one of the longest-lasting political entities in Europe. During its prime, it was the dominant naval and economic power in the eastern Mediterranean, and the major conduit for goods and ideas between the Muslim world and Western Christendom. This course traces the rise and fall of this remarkable maritime empire, its relation to the rest of Italy, and its lasting cultural contributions.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ITAL 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ITAL 295 - Intermediate-Level Italian Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ITAL 353 - Introduction to the Study of Italian Literature: Modern and Contemporary Italian Literature**

Offers a close reading of the most representative works of outstanding Italian writers from the early 1900s to the present. Focuses on questions of aesthetics, national identity, politics, gender, and race as well as on the special relationship between texts and society. Students discuss both canonical works of Italian literature from the Risorgimento (1860) to the present as well as migration literature (from and to Italy), which continually questions the parameters of national identity. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least four years of high school Italian or ITAL 201

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ITAL 354 - Modern Italian Culture**

Critically introduces students to the very diverse facets of modern and contemporary Italian culture. Students engage with a wide variety of literary and nonliterary texts, such as books, newspapers, music, theatrical works, films, etc. Aims at investigating the concept of Italian identity in its relationship to issues of class, gender, race, and ethnicity. Students enhance their linguistic skills through reading materials, the writing of compositions, listening activities and oral productions. Language Placement Guidelines

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** ITAL 201 or at least four years of high school Italian  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ITAL 361 - Advanced Grammar, Composition, and Conversation**

Provides a review of grammatical principles with emphasis on correctness and style in composition in Italian. Language Placement Guidelines

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** At least four years of high school Italian or ITAL 201  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None  
**Formerly:** ITAL 301

### **ITAL 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **ITAL 395 - Advanced-Level Italian Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **ITAL 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **JAPN 121 - Elementary Japanese I**

Introduces the four basic skills of speaking, listening comprehension, reading, and writing. Emphasis is on thorough mastery of the basic structures of Japanese through intensive aural-oral practice and extensive use of audiovisual materials. The two kana syllabaries and about 100 Kanji (characters) are introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 122 - Elementary Japanese II**

This course introduces the four basic skills of speaking, listening comprehension, reading, and writing. The emphasis is on thorough mastery of the basic structures of Japanese through intensive aural-oral practice and extensive use of audiovisual materials. The two kana syllabaries and about 100 Kanji (characters) are introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** JAPN 121

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **JAPN 123 - Intensive Japanese I**

This intensive course, taught eight hours per week for the first seven weeks of the semester, covers the materials presented in JAPN 121 at an accelerated pace; it introduces the four basic skills of speaking, listening comprehension, reading, and writing. The emphasis is on thorough mastery of the basic structures of Japanese through intensive aural-oral practice and extensive use of audiovisual materials. The two kana syllabaries and about 100 Kanji (characters) are introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. Successful completion of both JAPN 123 & JAPN 124 qualifies students for the Japan Study Group in the fall.

**Credits:** 1.00

**When Offered:** Spring semester when there is sufficient demand

**Corequisite:** JAPN 124

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **JAPN 124 - Intensive Japanese II**

This intensive course, taught eight hours per week for the second seven weeks of the semester, covers the materials presented in JAPN 122 at an accelerated pace; it introduces the four basic skills of speaking, listening comprehension, reading, and writing. The emphasis is on thorough mastery of the basic structures of Japanese through intensive aural-oral practice and extensive use of audiovisual materials. The two kana syllabaries and about 100 Kanji (characters) are introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. Successful completion of both JAPN 123 & 124 qualifies students for the Japan Study Group in the fall.

**Credits:** 1.00

**When Offered:** Spring semester when there is sufficient demand

**Corequisite:** JAPN 123

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **JAPN 195 - Elementary-Level Japanese Lang**

Elementary-level language course taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **JAPN 201 - Intermediate Japanese I**

The first semester of intermediate-level study of Japanese, this course completes the presentation of basic structures of the language. There is continued emphasis on oral communication, with practice in reading simple texts and acquisition of an additional 500 Chinese characters by the end of the term.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** JAPN 122 or JAPN 124

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **JAPN 202 - Intermediate Japanese II**

The second semester of intermediate-level study of Japanese, this course completes the presentation of basic structures of the language. There is continued emphasis on oral communication, with practice in reading simple texts and acquisition of an additional 500 Chinese characters by the end of the term.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** JAPN 201

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **JAPN 222 - Japan through Literature and Film**

Introduces representative modern and pre-modern works of Japanese literature in English translation, as well as modern works of Japanese film.

**Credits:** 1.00

**Corequisite:** JAPN 222L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **JAPN 222L - Required Film Screening**

Required corequisite to JAPN 222.

**Credits:** 0.00

**Corequisite:** JAPN 222

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 250 - East Asian Thought**

Introduces several classics of East Asian thought, familiar to every educated person in Japan, China, and Korean. Like CORE 151/CORE 152 readings, these books are about human nature and what it means to be human. They are cultural expressions of timeless value and enriching resources for human fruition. Readings include major Confucian and Taoist text, selections from Mahayana Buddhist writings, and Japanese classes on aesthetics. Taught in English.

**Credits:** 1.00

**Crosslisted:** CHIN 250

**Corequisite:** None

**Prerequisites:** CORE 151

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 251 - Intermediate Japanese III**

This is an intensive course designed to facilitate student participation in a variety of study group contexts, including individual study and research. Emphasis is on oral comprehension, honorifics, social contexts, and reading and writing skills.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 301 - Advanced Japanese I**

Increasing emphasis on written Japanese, with acquisition by the end of the term of an additional 500 Chinese characters.



**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** JAPN 202  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JAPN 302 - Advanced Japanese II**

Increasing emphasis on written Japanese, with guided practice in reading unedited modern texts.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** JAPN 301  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JAPN 351 - Advanced Japanese III**

Intensive course designed to facilitate student participation in a variety of study group contexts, including individual study and research. Emphasis is on oral comprehension, honorifics, social contexts, and reading and writing skills.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JAPN 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JAPN 395 - Advanced-Level Japanese Lang**

Advanced-level language course taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **JAPN 401 - Readings in Japanese I**

Focuses on reading in literary and non-literary modern texts and mastery of the remaining Chinese characters on the jōyō kanji list of 1,945 characters.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** JAPN 302

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 402 - Readings in Japanese II**

Focuses on reading in literary and non-literary modern texts and mastery of the remaining Chinese characters on the jōyō kanji list of 1,945 characters.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** JAPN 302

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 411 - Topics in Japanese Linguistics**

Explores linguistic issues often encountered when learning Japanese as a second language. Topics include dialectal variations and their geographic and linguistic significance in Japan, variations in the use of Japanese by different generations, foreign accent, and factors affecting success or failure for learning Japanese as a second language. Includes lectures, discussions, and hands-on exercises such as acoustic analysis of Japanese spoken by native and non-native speakers. Texts and class discussion are mostly in English but knowledge of modern standard Japanese for everyday use is assumed. Also designed for students to develop ideas for senior research projects.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** JAPN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 450 - Advanced Readings in Japanese**

Focuses on readings from different fields such as anthropology, history, linguistics, and literature, depending on student interest. Class discussions are conducted entirely in Japanese.

**Credits:** 1.00

**When Offered:** When there is sufficient demand

**Corequisite:** None

**Prerequisites:** JAPN 402

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 451 - Readings in Japanese II (Study Group)**

Intensive course designed to facilitate student participation in a variety of study group contexts, including individual study and research. Emphasis is on oral comprehension, honorifics, social contexts, and reading and writing skills.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 455 - Advanced Grammar in Japanese**

Focuses on a systematic study of advanced grammar necessary for oral and written communication in Japanese at the native speaker level. At this level of advanced study, possibilities of one-on-one correspondences between Japanese and English are few, and simply consulting dictionaries could easily result in insufficient or misleading information. Grammar structures that appear beyond JAPN 402 are covered and extended so that students understand systematic and comprehensive usages. Students concentrate on these kinds of advanced grammar patterns through textbooks and authentic reading materials, and learn to use them actively, accurately, and systematically in context. In addition, the study of kanji characters and vocabulary accompanies the study of grammar in order to reach the native-level fluency.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** JAPN 302

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 481 - Topics in Japanese Culture (Study Group)**

Offered in a field of the study group director's expertise. Takes advantage of museums, libraries, and historical sites in and around Kyoto, as well as guest lectures by Japanese and Western experts, to enrich classroom instruction

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 482 - Cultural Studies: The Japanese Village (Study Group)**

This study group course examines the foundations of Japanese social interaction through a series of readings, guest lectures, and discussions, followed by several weeks of intensive study and documentation of life in one or more village settings.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **JAPN 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JAPN 499 - Special Studies for Honors**

Students pursuing honors research enroll in this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JWST 181 - The Many Faces of Israel**

Introduction to the rich tapestry of cultures and peoples who live in contemporary Israel. Looking at the experiences of immigrant communities—Jews from Poland, Morocco, India, Russia, Ethiopia, etc., this course will discuss ethnicity, acculturation, and mobility in Israel. A consideration of film, literature, and scholarly accounts from a range of disciplines will allow students to explore both those who are at the center and at the periphery of Israeli society.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JWST 204 - Jewish Fiction since the Holocaust**

Covers representative works of fiction by Italian, French, English, Russian, Hungarian, American, Canadian, and Israeli Jewish writers. Not all nationalities are covered in the syllabus for any given year. Discussion centers on a close analysis of the novels, comparing individual and national responses to the Jewish 20th-century experience. By including fiction written across Europe, North America, and Israel, while limiting the time frame to the years following World War II, the question of whether there exists one or more approaches to fiction that are characteristically Jewish is addressed. All readings are in English translation.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JWST 205 - Yiddish Fiction in Translation**

As European Jews began to develop a modern culture in the middle of the 19th century, an important set of writers began using Yiddish for fiction and poetry. All these writers were at least trilingual: They chose Yiddish—always the lowest status of the languages they knew—because they loved it and because it was the language their audience could really read. This course looks at Yiddish fiction and poetry written in both Eastern Europe and the United States. Students study these texts both as singular works of art and as ways of mirroring the Jewish experience for Jewish readers. Students examine both texts and the multiple contexts (historical, cultural, religious, linguistic) that give them shape.

**Credits:** 1.00

**Crosslisted:** REST 205

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JWST 208 - The Hebrew Bible in America**

The Bible is not only the best-selling book in America, but is arguably the book that has most profoundly shaped the United States. This course is an introduction to the Hebrew Bible/Old Testament in its American contexts, particularly American public life. In reading the Hebrew Bible, students ask themselves how these scriptures have shaped American politics, culture, history, and literature. Who has used the Bible and how? To whom does the Bible now speak, and what does it say? In what sense is the Bible understood to be an American text? This course presumes no knowledge of the Christian or Jewish Bibles.

**Credits:** 1.00

**Crosslisted:** RELG 208

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JWST 213 - The Bible as/and Literature**

What role does literary art play in the shaping of biblical narrative? How does the construction of the sacred text reflect its theological meaning? The religious vision of the Bible is given depth and subtlety precisely by being conveyed literarily; thus, the primary concern in this course is with the literature and literary influence of the received text of the Bible rather than with the history of the text's creation. As students read through the canon they establish the boundaries of the texts studied, distinguish the type(s) of literature found in them, examine their prose and poetic qualities, and identify their surface structures. Students also consider the literary legacy of the Bible and the many ways that subsequent writers have revisited its stories.

**Credits:** 1.00

**Crosslisted:** RELG 213

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** RELG/JWST 317.

### **JWST 222 - Comparative Scripture**

Comparative scriptural analysis or what is now called "Scriptural Reasoning." The focus will be on close readings of the Hebrew Bible, New Testament, and Qur'an with an eye to common themes and differences. Students will engage in a comparison of interpretive traditions in Judaism, Christianity and Islam to see how particular scriptural passages are understood in the religious traditions. The course will also spend time studying the ways in which scriptural reasoning has been used as a form of religious conflict resolution and peace-building in situations of conflict in the UK and Middle East.

**Credits:** 1.00

**Crosslisted:** RELG 222

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JWST 228 - Jerusalem: City of Gods**

An introduction to the religious traditions of Judaism, Christianity, and Islam. In learning about the three Abrahamic religions and their sacred spaces, students are exposed to key themes in the study of religion (scripture and interpretation, feasting and fasting, pilgrimage, sanctuary and sacred space, ritual and worship) and to the particular theme of each religion's conceptions of Jerusalem. The course foregrounds the ways that each tradition understands the city as a symbol—as a holy city, a city of God, a centre of the cosmos. As importantly, it explores how religion is lived within the city's sacred geography, investigating the religious practices and sacred sites of Judaism, Christianity, and Islam in Jerusalem.

**Credits:** 1.00  
**Crosslisted:** RELG 228  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JWST 251 - Faith after the Holocaust**

The death of six million Jews at the hands of the Nazis in the Second World War represents a radical challenge to faith in Judaism, in Christianity, and in humanism. The course begins with a historical overview of the Holocaust and uses accounts of Holocaust survivors to articulate the challenge of the Holocaust to faith. It then reviews philosophical and theological responses to this challenge by Jewish and Christian authors. The weak as well as the heroic human figures in the Holocaust are studied. Those Jews who survived with their humanity intact and those non-Jews who helped them are the most important witnesses to the resiliency of the human spirit which we now have.

**Credits:** 1.00  
**Crosslisted:** RELG 251  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JWST 283 - Experiencing Judaism**

Judaism is a dynamic religious tradition that has developed many forms during a more than 3000-year history that has spanned nearly the entire globe. Students in this course consider how Jewish communities from the biblical period to the present day have shaped their practices and beliefs within their own specific historical circumstances. Students read primary sources such as the Bible, the Talmud, the Zohar, midrashim, prayers, response literature, and philosophical and theological discussions. In an effort to

understand the ways in which Jews have lived their lives religiously, students explore how Jewish self-identity, textual traditions, and religious practices combine to define "Judaism."

**Credits:** 1.00

**Crosslisted:** RELG 283

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JWST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JWST 303 - Jewish Fiction before the War**

Focused on the great novels and short stories written by European Jews before the Holocaust. All of the writers—even Kafka, whose fictional world is non-Jewish—reflect a Jewish consciousness and a Jewish confrontation with modernity. Modernity in these works takes different and often conflicting forms. In some works it is revolution (the promise of communism as a solution to the Jewish question); in other work, emigration, Zionism, or radical assimilation to the surrounding culture, what that happens to be. Several books—most prominently those of Sholem Aleichem, Agnon, and Kafka—take up the question of God's justice. Several books deal with the loss of identity. A variety of 20th-century themes (political radicalism, bourgeois desires and bourgeois impurity, a desire to uproot and a search for roots) run through the texts, always in different combinations. All readings are in English translation.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **JWST 308 - End of the World**

An examination of the origins and development of apocalyptic literature, much of which deals with the end of the world, during the Second Temple and early Christian periods. This course focuses on primary source texts in translation as well as the theoretical and methodological problems surrounding the analysis of ancient texts for the development of the worldview known as apocalypticism. Modern case studies are analyzed as comparative examples throughout the course.



**Credits:** 1.00  
**Crosslisted:** RELG 308  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JWST 339 - Modern Jewish Philosophy**

A course on European and American Jewish thought, covering a spectrum of liberal and traditional figures. The course studies the ways in which Jewish thinkers have responded to the challenges of modern philosophy, religious pluralism, and feminism. Modern reformulations of traditional Jewish ideas and religious practices are discussed as well as contemporary theological exchanges between Jews and Christians. Readings are taken from such figures as Mendelssohn, Buber, Rosenzweig, Heschel, Fackenheim, and Plaskow.

**Credits:** 1.00  
**Crosslisted:** RELG 339  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JWST 343 - Gender and Judaism**

Focused on the creation and conception of gender within Judaism. Students explore the ways in which gender is built into the scriptures, structures, institutions, and ideologies of Judaism, into Jewish religious, cultural and social life. According to Genesis, from the beginning there were male and female. To what degree are these two categories essential? To what degree artificial? How do religion and tradition enforce the gender divide, and in what ways can they be used to blur the distinctions between male and female?

**Credits:** 1.00  
**Crosslisted:** RELG 343  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JWST 354 - On Tyranny**

Examines life under tyranny – Soviet and Nazi – as distilled through the fiction of Russian/East European and Jewish writers who experienced it firsthand. An intertwining of political and private life from the inception of a new regime, with many people exuberantly hopeful, through the various stages of acquiescence, resistance, escape, and sometimes death. Readings include Timothy Snyder's essay *On Tyranny*, stories, novels, and poems by Chekhov, Mayakovsky, Babel, Vasily Grossman, Kundera, and Nabokov.

**Credits:** 1.00  
**Crosslisted:** REST 354  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **JWST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **JWST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **LATN 121 - Elementary Latin I**

The first semester of an introductory study of the elements of the Latin language. A thorough and methodical approach to the basics is supplemented, as students progress, by selected readings of works by ancient authors.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 122 - Elementary Latin II**

The second semester of an introductory study of the elements of the Latin language. A thorough and methodical approach to the basics is supplemented, as students progress, by selected readings of works by ancient authors.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** LATN 121

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **LATN 123 - Intensive Elementary Latin**

Covers the material of Elementary Latin (121, 122) at an accelerated pace. Open to all students who would like to learn Latin efficiently and intensively; some background in Latin is helpful but not required.

**Credits:** 1.00

**When Offered:** Spring semester when there is sufficient demand

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who have completed LATN 121 or LATN 122.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **LATN 195 - Elementary-Level Latin Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **LATN 201 - Intermediate Latin: Prose**

Examines the prose styles of Cicero and Sallust through readings of selections from both Cicero's Orations and Sallust's Bellum Catilinae. Close reading allows students to expand and develop their knowledge of Latin grammar and syntax as well as to learn the fundamentals of Latin prose style.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** LATN 122 or equivalent

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 202 - Intermediate Latin: Poetry**

Introduction to Latin poetry through close reading of selections from Vergil's Aeneid. Students gain a wider appreciation of the technical and literary aspects of Latin poetry through their acquaintance with Rome's great epic poet.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** LATN 122 or equivalent  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 295 - Intermediate-Level Latin Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **LATN 321 - Livy**

Selections from Livy's *Ab Urbe Condita* are closely read and analyzed. Particular attention is paid to Livy's historiographical method as well as to the Roman republican period that is the subject of the bulk of his work. Selections from other Roman historians may be examined for comparison.

**Credits:** 1.00  
**Corequisite:** None

**Prerequisites:** LATN 201 or higher  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 340 - Roman Oratory**

Examines the role and development of public speaking in the Roman republic. Readings in Latin include early rhetorical fragments (from Cato the Elder and others) and one major oration of Cicero. Several Ciceronian speeches are also read in English translation. Equal amounts of attention are given to analysis of style, scrutiny of argument, and study of historical context.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** LATN 201 or higher  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 350 - Roman Comedy**

At least one complete play from the early Roman comedians, Plautus and Terence, is closely read and analyzed in this course. The focus is on Roman social structure satirized and revealed within the comedies as well as on the unique language of the plays. This allows a glimpse at a more colloquial Latin than that of later poets and prose stylists.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** LATN 201 or higher  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 360 - Roman Elegy**

Selections from Propertius, Tibullus, Ovid, and Catullus are subjected to close reading and analysis. Particular attention is paid to the development and tradition of the genre of Roman elegy. The Roman elegists oppose their own poetical technique and thematic direction to that of the writers of more "serious" poetry. Students explore this dichotomy.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** LATN 201 or higher  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 370 - Ovid**

Close reading and analysis of one of the most influential of ancient works, the *Metamorphoses*. Ovid's epic poem encompasses all of Graeco-Roman myth, poetry, and history. Students have the opportunity to master Ovid's classic Latin style and to explore his influences and those he influenced.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** LATN 201 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **LATN 380 - Petronius**

A reading of the surviving fragments of the *Satyricon* of Petronius. The *Cena Trimalchionis* is read in its entirety. This work, considered perhaps the first novel in literary history, offers an unusual glimpse into the decadent world of southern Italy in the late 1st century A.D. Particular attention is paid to the variety of the writer's Latin style that reflects language used by different social classes in this period.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** LATN 202 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **LATN 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **LATN 395 - Advanced-Level Latin Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **LATN 410 - Tacitus**

Close reading and analysis of selections from the Annals of Tacitus and other works. Particular attention is paid to the historiographical method of Tacitus as well as to the Roman imperial period that is the subject of the bulk of his work. Selections from other Roman historians may be examined for comparison.

**Credits:** 1.00  
**Prerequisites:** One 300-level LATN course  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 420 - Lucretius**

Close reading and analysis of the poet's sole work, the epic poem *De Rerum Natura*, which presents the philosophy of Epicurus on the nature of the world. Students focus on the philosophical content of the work, on Lucretius's accomplishments in and development of the Roman epic genre, and on the debt later Latin poets owe him.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** LATN 321 or LATN 340 or LATN 350 or LATN 360 or LATN 370 or LATN 380 or higher  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 430 - Lyric Poetry**

Close reading and analysis of selections from Horace's Odes. Students will study all aspects of the poems, including the poet's accomplishments in metrics and poetics, his thematic concerns, and the relationship between poem and poetic book.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** LATN 321 or LATN 340 or LATN 350 or LATN 360 or LATN 370 or LATN 380 or higher  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LATN 440 - Vergil's Eclogues and Georgics**

Close reading and analysis of selections from Vergil's two earlier works, the genres to which they belong (bucolic and didactic), and their relationship to his *Aeneid*. Students focus on questions of genre, the relationship between the poet and his Greek and Roman predecessors, and the thematic and poetic

development of the author.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** LATN 321 or LATN 340 or LATN 350 or LATN 360 or LATN 370 or LATN 380 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **LATN 450 - Cicero's Letters**

Close reading and analysis of a selection of Cicero's correspondence (from the collection of more than 900 letters) with such figures as Marcus Brutus and Julius Caesar, as well as with close friends and family. Students not only focus on the broad variations in style evident throughout the corpus but also examine the tumultuous world of the late Republic, in which Cicero himself played a leading role and for which his letters remain one of history's most revealing testimonies.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** LATN 321 or LATN 340 or LATN 350 or LATN 360 or LATN 370 or LATN 380 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **LATN 460 - Roman Satire**

Close reading of selected satires written by Lucilius, Horace, Persius, and Juvenal. The course examines the origins of satire (the only genre native to Rome and largely free of Greek influence), the function of satire in Roman society, and the influence of satire on later European literature and thought.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** LATN 321 or LATN 340 or LATN 350 or LATN 360 or LATN 370 or LATN 380 or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **LATN 490 - Honors**

Independent study, open to candidates for honors.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None



## **LATN 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **LGBT 220 - Lives, Communities, and Modes of Critical Inquiry: An Exploration into LGBTQ Studies**

The course explores the lives, experiences, and representations of LGBTQ persons, those who identify or are identified as transgressive in terms of their sexuality and/or gender expression. Particular emphases may vary, but topics typically explore LGBTQ communities and families, cultures, and subcultures; histories, institutions, and literatures; and/or economic and political lives. Selected topics serve to expose complex cultural forces that continue to shape sexuality and regulate its various expressions. The course promotes the examination of new theories and methodologies in relation to established disciplines as it underscores the generation of new knowledge within traditional fields of scholarship. By examining sexualities, students gain an understanding of and respect for other differences in human lives such as age, ability, class, ethnicity, gender, race, and religion.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **LGBT 227 - Machismo & the Latin Lover**

Interrogates the intersection of sexuality and gender in Latin American and Iberian literature and film. Beginning with representations of Don Juan in 16th- through 19th-century Spain, students see how during that period of imperial expansion a particular brand of masculinity spread throughout the new world. The second part of the course focuses on writings and films from artists whose works draw on and question myths of Hispanic masculinity by looking at non-white, female, and queer versions of the Don Juan archetype in Latin America. Lastly, students examine how the figure of the Latin Lover has been appropriated and critiqued by writers and directors in non-Hispanic contexts. These are analyzed together with critical works on masculinity, gender theory, and cultural studies.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **LGBT 241 - Queering Education**

LGBTQ youth have traditionally been marginalized in schools. K-12 education offers few curricular and institutional spaces where queer identities are affirmed and queer voices are heard. From sex education to the prom, most schools and educators operate under the ahistorical guise of heteronormativity—a term used to describe ideologies and practices that organize and privilege opposite-sex gender relations and normative gender and sexual identities. Using critical lenses developed by queer and feminist theorists and critical pedagogues, this course seeks both to explore how heteronormativity operates in a variety of educational spaces and how students and educators are confronting these processes by using schools as sites of resistance.

**Credits:** 1.00

**Crosslisted:** EDUC 241

**Corequisite:** None

**Prerequisites:** EDUC 101 or RELG 253 or SOCI 220 or SOAN 220 or LGBT 220

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **LGBT 303 - Queer Identities and Global Discourses**

Queer identities are -- and have long been -- enmeshed within large-scale circuits of exchange engendered by the movement of people, ideologies, markets, and capital. This course considers transnational conceptualizations and circulations associated with gender or sexual nonconformity. In doing so, it emphasizes ways of interrogating queer citizenship that purposefully attend to dynamics exemplifying complex interactions on global and local scales. Rather than assuming a particular narrative, the course examines the way by which queer identities are variously constructed and contested.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **LGBT 350 - Sexuality, Gender, and the Law**

The course examines the effects of the U.S. legal system on the lives of the LGBTQ communities; the influence of religion, science, and culture on the laws affecting LGBTQ individuals; and the processes by which LGBTQ citizens may advance their legal rights. Constitutional theories such as equal protection, privacy, due process, liberty interests, and states' rights are applied to issues such as consensual sodomy, same-sex marriage, LGBTQ parenting, employment rights, military policy, and freedoms of public school students. The power of the U.S. Supreme Court to shape laws concerning LGBTQ issues not only for the present society but for future generations is also examined. Cases studied are supplemented with secondary works. These works include writings by traditional legal scholars as well as works by feminists, race-based scholars, and queer theorists to create a fuller perspective. Through this exploration into the legal reality of a marginalized group, students see how the U.S. legal system continues to evolve in its struggle to provide equality for all of its citizens.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **LGBT 355 - Partners and Crime: Queer Outlaws in Literature and Film**

An intersection of sexuality and legality in literature and film. Beginning with topics of LGBTQ activism, homosociality and homonormativity, students will analyze how certain bodies and sexualities come to be on the right or wrong side of the law and how these sexual norms are quite literally policed. Focus will shift to literary writings and films from artists whose queer protagonists choose not to seek acceptance but rather to move outside of the law. Through bank robbery, border crossing, terrorism and homicide, these figures threaten not only the sexual order but also structures of class, race, and national security. Students will inquire into the true nature of these crimes, and determine how their crimes are sexualized and their sexualities criminalized. These will be analyzed together with critical works on queer and dissident genders and sexualities. The course may vary between semesters to focus on different regions or periods.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **LGBT 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **LGBT 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

## **CORE 155C - Internet**

Examines the internet as a site of disparate cultures from multiple disciplines including: computing, history, psychology, and sociology. Students are introduced to the technological infrastructure of the internet and the historical context in which it was developed. Drawing on theory, this course explores the internet as a place for communities to form, individual self-presentation, social interactions online and off, as well as power and inequality. Topics may include: digital divide, echo chambers, trolling, cyberbullying, etc. Ultimately, the internet provides a context to study the concept of community and the ways in which shared identities are constructed and negotiated.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

## **CORE 156C - Southern Africa**

Introduces students to the history the major countries of Southern Africa. The course emphasizes that these countries are connected by patterns of culture, migration and economic exchange, political contingencies and warfare. It ranges from the precolonial period, through the time of the British, Portuguese, Belgian and German Empires, to conflicts in the region during the independence and Cold War eras. It seeks to give a picture of the cultures of these countries, and their political, social and economic conditions, today. There is a particular focus on interactions between nations, and issues of migration and transborder initiatives. South Africa has a central place in the course but attention will particularly be given to Mozambique, Angola, Zimbabwe, Namibia and the 'Copperbelt' region of northern Zambia and Katanga/Shaba.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

## **CORE 157C - France**

A multidisciplinary survey of the varied communities and identities of France. It focuses on France as a leading member of the European Union, as a former major colonial power, and as a leader in the arts. Using history, films, photography, literature, and journalism, the course will examine France's efforts to come to terms with its colonial past; its self-examination through the "politics of memory"; the different "communities" within France itself--youth, religious groups (e.g., Jewish, Muslim, Catholic), the communities of refugees and immigrants and the divisions within those groups; and its vibrant culture, with a particular focus on French cinema. The course will also examine the current political landscape in France.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

## **CORE 158C - Puerto Rico**

Understand the cultural, political and social complexities of Puerto Rican identity, with particular attention given to the effects of Spanish and U.S. colonialism on gender and race relations in the stateless nation. Students will study how the colonial discourses that shaped the earliest modern Puerto Rican imaginary continues to inform current political discourse. Through the study of a wide-ranging body of Puerto Rican work that includes literature, cinema, history, and politics, students seek answers to how national identity is articulated in a colonial context, how migration to the mainland has altered the cultural landscape and what kinds of collective cultural and political movements have emerged in response to the island's socio-economic and political problems. Focused on issues of gender and sexuality to understand how these, along with issues of race and class today are linked to the island's colonial legacy, in order to develop a framework for understanding the complex relationships between nation, gender and race on the island and within Puerto Rican communities in the U.S.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

## **CORE 159C - Maya**

The term "Maya" typically conjures images of ancient pyramids and/or ancient civilizations that are now found in ruins. Some forms of popular media, particularly science fiction, even go as far as describing the Maya people as a civilization that mysteriously disappeared sometime around AD. 900. The Maya currently total over 7 million people in what is today Mexico, Guatemala, Belize, Honduras, and El Salvador. Furthermore, the word "Maya" serves as an umbrella term that refers to a number of diverse populations, each with distinct culture, language, and material culture. This course will focus on both the construction of the pan-Maya identity, and the numerous populations included within the concept, such as the Tzel Tal, Tzotzil, Kaqchikel, K'iche', Chantal, and the Lacandon, just to name a few. Each of these groups has distinct histories, which often demonstrated significant clashes with colonial and modern national hegemonies. This course also highlights how tradition, language, and identity are preserved under the forces of colonial and nationalistic domination and will also delve into the subject of changing traditions, as these Maya movements of resistance have integrated social media, rock music, and hip-hop to engage younger generations. Ultimately, the Maya provide a means of deconstructing the concept of identity itself by demonstrating how shared identities are constructed, contested, and negotiated.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

## **CORE 160C - Latin America**

Explores how the idea of "Latin America" came to be and the various political purposes it has served from the colonial encounter to the contemporary moment. This is not a traditional survey course that gives an overview of the regional mosaic we have come to call "Latin America." Instead, it illuminates how the very notion of Latin America as a discrete world-region has been conjured and politicized at key historical

moments, emphasizing the underlying social inclusions, exclusions, and global relations fueling these multiple (re)inventions. In addition to the central themes of race, nature, and anti-imperialism, the crucial role of the United States as an interventionist foreign power also looms large in this story.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 162C - Colombia**

Introduces communities and identities of Colombia through the exploration of music, film, literature, and art. Approaches the complex history and geography that has made Colombia a quilt of Latin American cultures, and one of the most bio-diverse places on Earth. Aims to understand the rich culture created by geographical regions as diverse as the Caribbean, the Andean, the Pacific, the Orinoquia, and the Amazon regions. Further aims to reflect on the unique ways in which multiple groups have described boundaries and attached or separated themselves from an elusive central government in this part of the world.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 163C - The Caribbean**

The archipelago of islands and mainland nations called the Caribbean constitutes a complex montage of races, ethnic groups, languages, and nations. Stretching from Guyana in South America to as far north as the Bahamas, minutes from the coast of Miami, the region is joined by a common history of slavery, imperialism, and resistant self-definition. This course studies literature, film, and music of the region to trace a socio-cultural history of the Caribbean. What are the continued effects of slavery and imperialism on the Caribbean? How does African-Creole culture in particular respond to these continued effects? How do tourism, advertising, music, and film inform/construct people's relationship to the Caribbean in the global present?

**Credits:** 1.00

**Crosslisted:** ALST 203

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 164C - Argentina**

From gauchos in the Pampa, to immigrants in Buenos Aires, to oil workers in Patagonia, Argentina offers a fascinating place to examine the creation, transformation and contestation of identities and communities. This course introduces students to some of the events, institutions, people and sites that have been important for the development of Argentina, from before the land's European colonization, to the rise of populism, dictatorship and resistance in the 20th century, to neoliberal globalization in the current moment. In the process, students gain new ways to understand identity, community, nation, and culture, which they can use wherever they encounter people different from themselves. The course is interdisciplinary and draws from anthropology, history, geography, literature, film, and related disciplines.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 165C - China**

China has the distinction of being one of the world's oldest continuous cultures, with 5,000 years of rich, complex history. Today, it is also a rising international power with the second largest economy on the globe. CORE 165C approaches China not as a monolithic entity, but as a complicated place and people best understood through diverse perspectives, including but not limited to history, economics, geography, literature, art, politics, environment, society, ethnicity, gender, migration, and diaspora. Students also gain indispensable research skills as they develop their own projects.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 166C - India**

Offers a wide-ranging and challenging introduction to contemporary India—its famed social, political and cultural diversity, its conflicts and contradictions, its literature and history. India as it is known today, with its population of more than a billion, is a recent creation, a product of the partition of the South Asian colonies of the British Raj (Empire). How has such a diverse region come together, and been held together, as one nation? How have its conflicts and contradictions—of class, caste, ethnicity, language, religion and politics—been managed by its rulers and politicians? How have these conflicts and contradictions been captured in novels and on film? The course goal is to subject the "Idea of India" to a detailed investigation, beginning in the present, and working through a process of excavation, discovery, and critique.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

## **CORE 167C - Japan**

Engages in dialogue with popular discourses, scholarly literature, and primary information sources of Japan and those who live in the island nation state. Focuses on key social and cultural issues that characterize contemporary Japan while also paying attention to its historical experiences and traditions that variably shape the present. Examines such topics as changing 'western' views on the Japanese, diversity in Japanese society, socio-demographic challenges, literature and religion, Japanese political economy and globalization, societal response to natural disasters, and popular culture. Employs a wide range of learning methods, including lecture, class discussion, films, hands-on experiences (e.g., calligraphy), and intensive projects which require students to collect, analyze, and synthesize a wide range of scholarly and non-scholarly sources. Ultimately aims to nurture students' ability to understand and empathize with the logic (and illogic), experiences and emotions of the Japanese people; that is to say, to understand them as you would understand yourselves.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

## **CORE 168C - The Arctic**

The circumpolar north spans three continents and eight countries, and encompasses numerous indigenous groups, but is unified by its distinct ecosystem. The region has held sway in the popular imagination as an isolated realm apart, but is in fact an integral part of global society that has both been influenced by outsiders and has influenced the cultures of the West for centuries. This course surveys the land and peoples of the circumpolar north, looking at both traditional cultures and the region's current inhabitants. It is a multi-disciplinary course focused on the interactions of people and their environment which explores the region's geography; indigenous cultures including lifeways, art, and stories; Western exploration of the circumpolar north and its impact on both indigenous people and Western cultures; and current challenges facing the region such as cultural disruption, the discovery of fossil fuels, and the impacts of climate change.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

## **CORE 169C - Rwanda**

A multidisciplinary examination of the ways in which community and identity have been formed, are politicized, and remain relatively static over time. This is not a course about the 1994 genocide, but rather one about how such an event could have happened. This watershed event is historically situated and culturally contextualized as a way to study Rwanda's past and the questions it raises about its future. The experience of Rwandans and consideration of how they understand themselves are analyzed. Assesses the historical and social implications of being ethnic Hutu, Tutsi, or Twa in Rwanda, whether at particular watershed moments — in for example 1894, 1931, 1959, or 1994 — or during periods of so-called 'normalcy' that the country has enjoyed in the past and is experiencing at the moment.



**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Communities & Identities

### **CORE 170C - Islamic North Africa**

Surveys the varied ethno-national and religious identities and communities of Islamic North Africa, or "the Maghreb": Morocco, Algeria, and Tunisia, and sometimes Libya, Western Sahara, and Mauritania. Students briefly survey pre-modern Maghreb history from the 7th-century advance of Islam to 19th-century French colonialism. Students focus on the modern Maghreb from the colonial 19th century to the global 21st. Pursuing central CI themes, students examine the region from "the natives' point of view," i.e., from North Africans' perspectives on Islam and politics, European and American imperialism, authoritarianism and democracy, technological media, gender, and class. Central to this discussion are the recent Arab revolutions and their continuing aftermath.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Communities & Identities

### **CORE 171C - Mexico**

An interdisciplinary introduction to the history, people, art and cultures of Mexico, a country of diverse ethnic, sexual, gendered, class, and political identities that shares a 2,000-mile border with the United States. How does Mexico's colonial past inform the present? On what terms has a Mexican national identity been defined and who is included or excluded from rights and citizenship? Objectives are to examine Mexico's complex history and social fabric; to study Mexican identities, politics, and cultural expressions with relation to this history; and to gain a general understanding of contemporary Mexico in the context of current events and Mexico's relationship to the United States.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Communities & Identities

### **CORE 172C - California**

Examines the fabric of California's syncretic cultures in historical, geographic, sociologic, artistic, racial, literary, political, and economic contexts. The diverse settlement patterns, environmental and economic challenge/opportunity, explosion of art forms, and continuous creation of new communities often foreshadowed trends of the entire nation. Readings explore major themes and issues of California history,

while literary and personal narratives provide insight into social and political realities, including the struggles of successive waves of immigrants to interact with the established populations. Artistic and architectural expressions that document cultural phenomena offer tangible examples of the creative forces that shaped Californian intellectual and physical communities. Sociological case studies as well as economic, political, and environmental reporting assist students to understand the challenges, failures, and victories of the composite California culture. Underlying all of this is a continuous study of the variegated geography of California, which has both offered and required substantial human choices.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 173C - Ethiopia**

Surveys the culture, religion, communities, history, and socio-economic developments of Ethiopia from the ancient times to the modern period. Ethiopia is home to over 80 ethnic groups with striking cultures that are distinct from Western traditions. Major themes include peoples and languages; traditional customs and beliefs; Christianity and Islam; marriages; community service organizations; literature, novels; education; ethnic relations; traditional art and music; colonial resistance; sports; socio-economic developments; natural resources usage; Ethiopia and Europe; the Ethiopian revolution; Ethiopian immigrants in the United States; traditional harmful practices; and politics. Emphasis is also given to contemporary issues. Lectures are supplemented by discussions, film presentation, group activity, and coffee ceremony.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 174C - Multi-Ethnic Israel**

Examines the diverse society of Israel, and its transformation from "Melting Pot" to "Multi-Ethnic Society." It focuses on different Jewish and non-Jewish ethnic groups, their cultural traditions, and how ethnicity itself has played a central role in shaping Israeli society. Students begin with a study of the Zionist movement and the corresponding waves of immigration of Jews to Israel. Some issues addressed along the way include: the Zionist movement's attitudes towards the 'negation of the Diaspora,' the 'melting-pot approach' to diversity, the range and types of 'Sephardic protests' that arose over the years and the politics of ethnicity as it has been witnessed in and through events like the rise of the 'Shas' (religious-political) Party. The objective is to examine the political, sociological, and cultural implications of this demographic composition and how it manifests in contemporary Israel—in social life, music, film and popular culture.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 176C - North American Indians**

Provides an overview of North American Indians by drawing on case studies from four groupings: New England tribes; Iroquois; Cheyenne; and Pueblos. These cultures are studied in terms of their historical and political relationship to Anglo-American society and institutions, attending to Native Americans' resistance to attempted conquest by European or American powers, the creation of reservation systems, and the use of institutions (e.g., the Bureau of Indian Affairs, schools, missions) to change Native American cultures. Students also examine the response of Native Americans to outside pressures. Students explore other issues, such as sovereignty, identity, gambling, repatriation, land claims, and education, and their impact on North American Indians. Videotapes and Native American artifacts are studied throughout the semester.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 177C - Peru**

The Latin American country Peru evokes dramatic and conflicting images of spectacular natural settings, ancient ruins, cosmopolitan cities, shantytowns, street children, poverty and more. It is a country of extremes. This course offers an interdisciplinary inquiry into this ecologically and culturally diverse land. The course begins by exploring the distinct geography and ecology of the central Andean region (rainforest, mountains, desert, and ocean) in order to understand how these features have shaped the societies that inhabit the region of present-day Peru. This involves analyzing the evolution and organization of Pre-Columbian societies, paying special attention to the Inca civilization. It also examines the ideologies, institutions and practices introduced with the Spanish conquest and era of colonialism in order to understand their impact on indigenous society and their relevance to the state of underdevelopment that characterizes contemporary Peru. Study of present-day Peru juxtaposes rural and urban life, the ties between the two spheres, and the crisis conditions that enveloped both ways of life until recently. Specific issues include the internal armed conflict, the coca culture and cocaine economy, shantytowns and land invasions, oil extraction and indigenous resistance, among other compelling issues. Throughout the term, this course emphasizes the many paradoxes of this intriguing land.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 178C - Korea**

Designed for students to explore the culture of Korea/Corëa. In order to engage in critical learning and dialogue, students look at a wide range of academic and non-academic materials from an interdisciplinary approach. Throughout the semester students delve into issues that have had a deep impact upon post-

modern society, which include the cultural-historical and sociocultural foundations of Korea (i.e., social and political history and religious influence), international relations and influences on the economy, the social and political identities, and current cultural structures of North and South Korea. Some of the topics covered may include but are not limited to the Opening of Korea in 1882, Japanese colonial years (1910-1945), division and reunification of Korea (1945-present), the Korean War (1950-1953), North Korea's Juche Policy, South Korea's attempts at democracy and current governmental system, educational reform in South Korea, women's movement in South Korea, and globalization's impact on higher education in South Korea. The main objective is to draw the students' interests towards understanding the world from multiple perspectives, the impacts globalization has upon these multiple systems and institutions, and their individual role in the ever changing world.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 179C - Central Asia**

Central Asia lies at the intersection of East and South Asian, Islamic, and European worlds. Yet Central Asia possesses a unique culture of its own, shared by nomads of the steppes and settled peoples of the oasis cities throughout the region constituted by the modern nation-states of Afghanistan, Kirghizstan, Tajikistan, Turkmenistan, Uzbekistan (and, to some extent, Mongolia). This course offers an introduction to this multiethnic, multinational community through the eyes of its participants, from medieval geographers to nomad bards to pan-Turkist revolutionaries and post-Soviet autocrats.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 180C - French Caribbean**

Martinique, a 400 square-mile island, is an official part of France today despite being 4200 miles away from mainland France. French is the official language but most Martinicans freely express themselves in Creole. The majority of Martinicans will declare that they are, first and foremost, citizens of the French Republic, but will also readily admit that they are Martinican by culture. What is striking about Martinique is the dizzying array of cultural signifiers that seem to coexist in a veritable braided community, in which it can be genuinely difficult to tell where one cultural identity strand ends and another begins. Martinique is thus a fabulous lens through which this process of negotiating and renegotiating of cultures, languages, and identities can be viewed, and can be considered a precursor to modern-day globalization.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 183C - The Middle East**

A multi-disciplinary introduction both to the region conventionally referred to as the Middle East, and also to the academic discipline of Middle Eastern Studies. In other words, it is a study of the people, religion, history, and culture of the region, and also about the politics of studying that region. One of the presuppositions is that a careful, rigorous, and critical study of cultural studies can help one understand one's own assumptions, presuppositions, etc. Among the topics students examine are the multiple interpretations of religion, including sects within Islam, that exist in the region; a variety of cultural practices and various languages; and the effect of imperialism and colonialism on the area. Readings include what current native commentators are saying on cultural, economic, and social debates.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 184C - The Danube**

The Danube is Europe's second largest river: from its beginnings in the German Black Forest to the Romanian and Ukrainian shores where it meets the Black Sea, the Danube flows through and/or borders ten countries, while its watershed covers four more. The river serves as a unifying artery of economic, cultural, and international exchanges in the diverse region of central and southeastern Europe. The course structures its multidisciplinary inquiry around the river to examine the region's longstanding history as a neglected, maligned, and contested multilingual, multicultural, and multinational space. Culturally mapping the region by focusing on the river's peoples, their intertwined histories, and their cultural imaginaries, the course traces the turbulent history of the region from antiquity, with an emphasis on the 19th century up to the present, to explore the Danube as a quintessential site of cross-cultural engagement in the New Europe.

**Credits:** 1.00

**Corequisite:** CORE 184L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 184L - Required Film Screening**

Required corequisite to CORE 184C.

**Credits:** 0.00

**Corequisite:** CORE 184C

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **CORE 185C - The Sahara**

The Sahara has loomed large in the Western imagination yet it has rarely been understood on its own terms. The Sahara's role in world history has been framed as a bridge or a barrier, the dividing line between Arab and African Africa. Such framings obscure the agency of the people in the Sahara and the land itself. This course explores the relationship between imagination and imperialism in the Sahara, problematizing the idea of objective and disinterested knowledge about the Other — other peoples, other places, and other histories. The central themes of this course are power, racism, and imperialism, which are examined through theories of Orientalism; neocolonialism and world systems theory; post-colonialism and subaltern studies; as well as feminist, gendered, and queer studies approaches.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Communities & Identities

### **CORE 187C - Russia at the Crossroads of East and West**

Examines Russian society, culture, and identity through eras of Tsarism, revolution, social engineering, war, and societal transformations. Explores Russia's distinctiveness - its place in the world, struggles, and successes - looking at how Russians themselves understand and contest this heritage. Examining the roots of Russian identity, students consider the images of leaders from Peter the Great to Stalin and Vladimir Putin, as well as the work and legacies of artists, writers, and composers. Another major focus is peoples' everyday lives during political and social upheavals. Students examine what life was like during the Stalinist 1930s, through the traumas of World War II ("The Great Patriotic War"), Perestroika in the 1980s, and the post-Soviet present. Students learn about the dynamic ways that culture, history, politics, and identity intertwine in any society.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Communities & Identities

### **CORE 188C - The Iroquois**

Examines the archaeology, culture, history, economics, religion, literature, arts, politics, law, and individual lives of the Iroquois (Haudenosaunee) Indians - Colgate's closest Native American neighbors - from the period before European contact to the present day. Students place Iroquois experiences in North American Indian contexts (comparing the Iroquois, e.g., to the Cherokee), especially regarding the loss and persistence of tribal sovereignty; and investigate Iroquois relations with New York State and the United States, especially in regard to competing land claims.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Communities & Identities

### **CORE 189C - Africa**

An introduction to the interdisciplinary study of Africa and to the African Studies major and minor at Colgate. The goal is to introduce students to a major world area with which many, even highly educated, Westerners are unfamiliar. Africa is the original home of the human species, and the intellectual contributions of the continent and its people to the concept of a common humanity are tremendous, including agricultural and industrial technologies, artistic and aesthetic principles, and religious and philosophical ideas. Due to early patterns of globalization and European colonization in the western hemisphere, the Atlantic slave trade, and ultimately colonialism on the continent itself, Africa was configured as "the Dark Continent" in European discourses of the nineteenth century.

**Credits:** 1.00  
**Crosslisted:** ALST 201  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Communities & Identities

### **CORE 190C - South Africa**

Aims to provide students with an overview of the social, cultural, political, and economic dynamics that have shaped life in South Africa. Students and faculty work together to better understand the way in which the country of South Africa came into being, how that national identity has been a site of struggle and contestation, particularly in the case of the struggle to overcome Apartheid, and how South Africans are working to overcome the legacy of racism and oppression that has marked much of the social and cultural experience of South Africa. In doing so, students investigate the changing dynamics of race, gender, and culture in South Africa, with a particular focus on understanding the ways South Africans are actively reshaping and unsettling existing social identities and distinctions.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Communities & Identities

### **CORE 191C - Spain**

Covers diverse aspects of "Spanish" society, history, and culture, past and present. Tracing Spain's cultural self-image and national identities through its encounters with war, fascism, democracy, and societal transformations during our global era, students explore its place in the world, its collective struggles, its encounters and negotiations of diversity, and how these have been understood and contested by

"Spaniards" themselves. Drawing on fictional works, art, music, and ethnographic texts, a significant portion of the course examines peoples' everyday lives in contexts of violence, war, and socio-cultural change. In sum, students grapple with an inherent paradox in the study of "Spain": the failure to create a homogenous national identity and a coherent, commonly shared historical memory.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 193C - Brazil**

Examines communities and identities in Brazil, the largest nation in Latin America. Focuses on the formation of communities under the constraints of Portuguese colonialism, within slavery, in the vast interior of the country, under conditions of extreme violence and poverty, and in the realm of Brazil's vibrant popular culture. Particular attention is paid to the role of individuals in forming and maintaining communities, and to the complex processes of regional and national identity formation. Spans the colonial period to the present, with readings drawn from history, anthropology, literature, ethnography, and journalism, as well as a range of visual sources.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 195C - West Africa**

In contrast to Western journalists' focus on Africa's underdevelopment and widespread disease, West Africa stands out as an area of remarkably vibrant culture. West Africa has always been a space of much social interaction between its various peoples, with many shared cultural practices. In this course, students examine how the pre-colonial and colonial histories shaped social identities. Using an interdisciplinary approach, students analyze how people in West Africa express and reinvent their identities through art, music, dance, clothes, and food. The course draws further on film and literature to understand the specific experiences of West African peoples.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 197C - Tibet**



Examines the formation of a Tibetan identity. This is largely a recent phenomenon brought about unwittingly by the ethnocentric policies imposed throughout the Tibetan Plateau by the modern Chinese state. However, earlier processes were already under way before the People's Liberation Army entered Tibet in the 1950s, which made the transition from a constellation of feudal polities to a nation possible. These included a common written language, common subsistence patterns (farming, pastoralism, and trade), Buddhism, participation in common rituals and festival (especially religious pilgrimage), a certain respect for the authority of the Dalai Lamas, and so on. Students examine these processes as well as the consequences of China's political and economic incorporation of Tibetan areas into its nascent nation-state. Specific topics to be explored include "the Tibet Problem" (i.e. contemporary Sino-Tibetan relations and conflict), the historic colonial and religious ties between China Proper and Tibet, religious life and everyday Tibetans, "nomadism" (or pastoralism), polyandry and women in Tibet, and Tibetans' encounter with modernity and the West.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 198C - Cuba**

Examines the complex geographic, historic, social, racial, literary, political, and artistic fabric of Cuba. Historical readings explore major themes of Cuban history, while literary and personal narratives provide insight into social and political realities. These themes are complemented by a study of Cuban film, dance and music as agents of identity formation.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

### **CORE 199C - Bolivia**

A multidisciplinary look at communities and identities in Bolivia, a country in the heart of South America that has captured transnational attention for its Andean panpipe music, its majority indigenous population, and its social movements. The course uses music, dance, film, history, memoir, political documents, policy reports, anthropology, and journalism to grasp different community articulations in Bolivia. Along with historical understandings of Bolivian communities, the course takes a special look at thematic issues that, while locally grounded, have global resonances: indigenous rights, water, resource extraction, neoliberalism, coca and cocaine, and Andean music and dance.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Communities & Identities

## **CORE 151 - Legacies of the Ancient World**

Explores ancient texts that articulate perennial issues: the nature of the human and the divine; virtue and the good life; the true, the just and the beautiful; the difference between subjective opinion and objective knowledge. These texts exemplify basic modes of speech, literary forms, and patterns of thinking that establish the terminology of academic and intellectual discourse and critical thought across many different societies: epic, rhetoric, tragedy, epistemology, science, democracy, rationality, the soul, spirit, law, grace. Such terms have shaped the patterns of life, norms, and prejudices that have been continually challenged, criticized, and refashioned throughout history. To highlight both the dialogue and conflicts between the texts and the traditions they embody, this course, taught by a multidisciplinary staff and in an interdisciplinary manner, focuses on both the historical contexts of these texts and the ongoing retellings and reinterpretations of them through time. Moreover, the course includes texts from the ancient Mediterranean world that have given rise to some of the philosophical, political, religious, and artistic traditions associated with "The West," emphasizing that Western traditions were not formed in a vacuum but developed in dialogue and conflict with other traditions, some of which lie beyond the geographical area of "The West." Common to all sections of this component are classic works such as Homer, the Hebrew Bible, the New Testament, Plato, and a Roman text. Complementary texts or visual materials from the ancient period, in and beyond the Western world, and/or response texts from the medieval or contemporary periods are added in individual sections or groups of sections. Thus, some groups of sections may have particular themes. These themes will be identified at registration every term.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Legacies of Ancient World

## **CORE 152 - Challenges of Modernity**

Modernity is a crucial element of the intellectual legacy to which we are heirs. A matrix of intellectual, social, and material forces that have transformed the world over the last quarter millennium, modernity has introduced new problems and possibilities into human life. Within modernity, issues of meaning, identity, and morality have been critiqued in distinctive ways. People of different social classes, racial groups, ethnic backgrounds, genders and sexual identities have contributed to an increasingly rich public discourse. The human psyche has been problematized, and the dynamic character of the world, both natural and social, has been explored. Urbanization and technological development have transformed the patterns of everyday life. Imperialism has had a complex and lasting impact on the entire globe. The human capability to ameliorate social and physical ills has increased exponentially, and yet so has the human capacity for mass destruction and exploitation. In this course, taught by an interdisciplinary staff, students explore texts from a variety of media that engage with the ideas and phenomena central to modernity. To ensure a substantially common experience for students, the staff each year chooses texts to be taught in all sections of the course. This component of the Core Curriculum encourages students to think broadly and critically about the world that they inhabit, asking them to see their contemporary concerns in the perspective of the long-standing discourses of modernity.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Challenges of Modernity

### **CORE 400 - Core Distinction Seminar**

The goal of the distinction seminar is to complement honors work in departments and programs by giving select students the opportunity to reflect on the broader, interdisciplinary contexts of their honors projects. Through readings assigned by the seminar instructors, students explore the methodologies of their own and other disciplines. Each student writes a substantial interdisciplinary paper relevant to the student's departmental honors work. This requirement may be satisfied in one of the following ways: 1) by extending a departmental honors project to explore interdisciplinary perspectives on the project topic or to examine the social implications or historical foundations of the project; 2) by self-consciously considering the generation and evaluation of knowledge in the major; or 3) by collaborating with one or more members of the seminar to explore themes common to the students' departmental projects. To enroll in the distinction seminar, students must achieve a 3.33 (B+) or better GPA in the five Core components: Legacies of the Ancient World, Challenges of Modernity, Scientific Perspectives on the World, Communities and Identities, and Global Engagements. For students who repeat or complete multiple courses with a Common Core component, only the grade in the first course is considered. A cumulative grade for all Global Engagements courses completed is averaged in the Core GPA. To earn Distinction in the Liberal Arts Core, students must earn an A- or better in the distinction seminar, earn departmental honors with the completion of the department honors project, and achieve an overall GPA of 3.33 or better at the time of graduation.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **CORE 100S - Sports and the Scientific Method**

In today's world of sports, how is knowledge obtained? On what principles are strategy determined, personnel decisions made, and honors awarded? The advent of computers and the availability of large statistical databases have moved the source of knowledge away from conventional wisdom to more scientific and testable ideas. Questions of strategy and team decisions can now be addressed in an empirical fashion, causing a major impact in sports. Behind this revolution lies the scientific method of inquiry, including the notion of falsifiability and the relationship between theory and observation. This course explores these ideas using examples in sports to illustrate more general scientific concepts. Students explore the impact of empirical knowledge on the games themselves, and how it has caused changes in strategies and team decisions. Finally, the students ask their own sports questions and answer them in a scientific fashion.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 101S - Energy and Sustainability**

Our current use of energy is unsustainable. Fossil fuels, which were deposited on Earth over hundreds of millions of years, will largely be exhausted over the course of just a few hundred years. Global climate change makes our situation even more unsustainable—we need to stop using fossil fuels long before they run out if we want to avoid catastrophic environmental change. This course takes a quantitative approach to learning about our current energy use, so that students can understand how our personal choices and lifestyles affect energy use. Discussion includes how our energy needs are met in the future through renewable resources: what technologies are available now, what are their costs, and how much energy can they provide.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 102S - Molecules, Energy, and Environment**

When reduced to fundamentals, virtually all of our environmental problems deal with chemicals in the wrong place: noxious and reactive gases in our atmosphere, insecticides and toxic metals in our ground and drinking water, and spilled nuclear wastes. Unfortunately, many citizens in our society do not understand the fundamentals of these environmental problems. This course -- designed for students without experience in other university-level science courses -- explores the chemistry behind some of our more pressing environmental dilemmas. Topics include some consequences of fossil fuel combustion (the greenhouse effect, acid rain, urban smog), the ozone hole, nuclear energy/wastes, and ground water contamination. The emphasis is on the science behind these problems, what we know about how the problems have come about, and what we can do, if anything, to ease the problems. This course is for the student who has not taken college-level chemistry, but is concerned about our threatened environment.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 103S - Remote Sensing of the Environment**

Remote sensing is the art and science of obtaining information about a phenomenon through a device that is not in contact with the object. The remote sensing process involves collection and analysis of data about energy, reflected from or emitted by an object. Remote sensing is used to better understand, measure, and monitor features and human activities on Earth. After an introduction to the interplay among science, technology, and remote sensing, students examine the development of remote sensing technology. Students focus on the physical principles upon which remote sensing is based, explore the basic tools of photography and photograph interpretation, and consider the principles of acquiring and interpreting data collected by non-photographic sensors. Throughout the semester, students consider how remote sensing has improved our understanding of biophysical processes using a case-study approach to demonstrate the theoretical underpinnings. Finally, consideration is given to the ethical implications of remote sensing.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 104S - Fundamental Quests in Science: From Subatomic to Cosmological**

Where are we? What are we made of? How do we know? These are fundamental questions in science. This course explores these questions via several topics of much research in science today. It looks at fundamental questions at the cosmological scale, like the big bang, the structure of the universe, birth and death of stars, and the nature of black holes; and then inward to fundamental questions in the subatomic world, made up of baryons, mesons, leptons, and quarks. The exercise shows that the properties of elementary particles and their interactions are intimately tied to the cosmological questions. The discussion centers on what we know about these topics and how we investigate them. An important component of this course is the discussion of the outstanding puzzles today, like dark matter in the universe, the missing energy fueling its expansion, and whether certain fundamental particles exist or not. In exploring these questions the course provides an introductory coverage of the major physical theories: Newtonian mechanics, quantum mechanics, and relativity. How do these questions affect society and humanity? The course also examines some of the current controversies and debates.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 105S - The Science and Potential Implications of Nanotechnology**

Imagine repairing your body without surgery and no longer burning fossil fuels. Imagine enjoying abundance with no manufacturing costs and taking an elevator to the moon. Imagine also the loss of all personal privacy and the irreversible poisoning of the environment. Such are the hopes, hype, and fears of nanotechnology — the study of materials and devices with dimensions on the nanoscale ( $1 \times 10^{-9}$ m, the realm of assemblies of molecules). This course provides an introduction to the science and potential implications of molecular nanotechnology. Scientific and sensationalist visions of nanotechnology are critically examined through a combination of readings, lectures, discussions, and presentations. The course forges an appreciation for the nanoscale, an understanding of the excitement and the challenges, and an awareness of the societal and ethical implications. Through the lens of nanotechnology, students gain insights applicable to the broad landscape of emerging technologies — and encourage curiosity towards the future.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

## **CORE 106S - Saving the Appearances: Galileo, the Church, and the Scientific Endeavor**

Four hundred years ago, Galileo Galilei turned his modest telescope skyward. The universe he discovered was a stark contrast to the universe described by the ancient Greek philosophers whose cosmology had held sway for over a millennium. Some 60 years after the publication of Copernicus' treatise "On the Revolutions of the Heavenly Spheres," Galileo used his newfound insight into the nature of the heavens to support the heliocentric model of the universe. In so doing, Galileo challenged not only the authority of Aristotelian cosmology, but also the religious tradition and interpretation of the scripture by the Holy Fathers of the Catholic Church. This episode in the history of western science and the development of the Church is often cited as one of the original clashes between modern science and religious traditions. The discoveries, writings, and trial of Galileo Galilei will serve as both a focus and backdrop for students to explore the practical development of scientific thought and the near simultaneous invention and re-invention of the Church. In addition to readings, written responses, and classroom discussions, the course requires students to repeat many of the ground-breaking observations Galileo made using a hand-held refracting telescope similar in size and shape to the one he built.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 108S - The Story of Colorants**

Colors are all around and people tend to take them for granted. Throughout history, humans have employed colors in artistic and creative expression, particularly in jewelry, ceramics, textile and metal art and in paintings. Some colorants occur naturally. Other colorants are manufactured, and thus the result of scientific and industrial development. In this course, students explore the history and material science of colorants. The interplay between artistic expression and science/technological discovery is considered with emphasis on the materials used in textile art and in paintings. In the process, students find out how science can be used to authenticate artwork. Is a work of art an original by a "famous artist," have parts been reworked by someone else, or is it a forgery? In addition to lectures and discussions, students participate in small group hands-on projects.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 109S - In Data We Trust: The Promise and Perils of a Data-Driven Society**

Examines fundamental concepts related to data processing and automated analysis. Students are expected to develop a conceptual understanding of how algorithms for processing and analysis work and apply this understanding in lab-like activities. The latter part of the course examines potential implications for society and contemplates questions relevant to the use of data in everyday life. Representative examples include the following: What are the consequences of massive data collection on privacy and liberty? How does one

judge the fairness of a decision made using sophisticated data analytics? If a decision making process is shown to be biased, who is accountable?

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 110S - Discovering Biology**

This course examines the major questions that have informed human understanding of the living world over the past 150 years. Begins with perhaps the oldest biological question of all: why are there so many living things? Shows how Charles Darwin's brilliant answer forms the foundation for much of modern biology. By following the path of discovery leading from Darwin, students learn about a devout monk named Gregor Mendel, a feisty chemist named Louis Pasteur, and two brash young scientists named Watson and Crick. Explores the great diversity of life and how organisms adapt and change. The approach is student-active and hands-on; students work together to unravel a few of the mysteries of life. Intended for those who are interested in biology but probably will not choose to major in the life sciences.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 111S - The Artful Brain: An Exploration in Neuro-aesthetics**

Consists of an exploration in the aesthetic experience of art as it relates to the sensory and perceptual mechanisms of the brain. Many of the topics discussed are centered on the view that the function of art and the function of the visual brain are one and the same. Students thus consider that the aims of the artist in rendering a particular piece of art essentially constitute an extension of the processes of the visual brain. By taking this point of view (through an introductory understanding of the sensory and perceptual processes of the visual brain) students discuss possible outlines of a theory of aesthetics that is biologically based. Students are required to read chapters from different textbooks devoted to sensory and perceptual processes as they relate to visual art, as well as review articles from professional journals.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 112S - Science of Relationships**

Close relationships are central to our lives; friends, parents, siblings, romantic partners, acquaintances, and coworkers have an enormous influence on one's thoughts, feelings, and behavior. The purpose of this course is to understand the processes that regulate human relationships using a scientific perspective. It will include an overview of social psychology theories of relationships research and an exploration of the current literature. Students will be exposed to a variety of research methods and will have the opportunity to design their own experiment about relationships. Topics include attraction, intimacy, attachment, friendship, interdependence, communication, dissolution and loss, love, and maintaining relationships.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 113S - How to Build a Baby**

If one were a highly developed, extraterrestrial scientist with advanced technology to engineer organisms from other planets, how would one build a human baby? What kind of brain would one design? What kinds of social, emotional, and cognitive predispositions would be included? What kind of environment would one provide? To answer these questions, one must determine what is innate and what is learned in human development. Although this "nature-nurture" question can be traced back to ancient philosophers (right here on Earth!), modern-day science has made great strides in exploring (and reformulating) this question. In this class, students first explore some pop-culture approaches to this issue. Then, they briefly trace the history of the debate to its foundations in classical and modern philosophy. Finally, students compare these philosophical and pop-culture perspectives to modern-day scientific approaches. This is accomplished through primary and secondary readings, class discussions, and group presentations. In the end, students may discover that the answers to the "nature-nurture" question are not on a planet far, far way - but rather closer to home than they have ever been.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 114S - Ecology, Ethics, and Wilderness**

Explores the ways in which scientific concepts, such as deep geologic time and Earth history, biological evolution and co-evolution, and ecosystem dynamics can inform humans about radical moral stances (e.g., biocentrism, deep ecology). Also investigates whether a scientific perspective, in and of itself, is sufficient to resolve pressing environmental problems, most of which are the outcome of complex social, economic, political, philosophical, and historical forces that operate on regional and global scales.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior



**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 115S - Language Acquisition**

Explores how infants and adults acquire native and foreign languages. What goes on in the brains of new-born infants before they discover the meanings of words? What might be the linguistic and social consequence of acquiring an English dialectal accent, distinguishing or not distinguishing between Mary, merry, and marry? Why do some adults succeed in learning a second language, while others do not? Why are some Japanese unable to tell the difference between rice and lice? When a girl had no contact with a language speaking community, is she able to acquire her first language after puberty? Are bonobo chimpanzees able to learn human language? Students read books and articles that address these issues, watch films and have some direct experience of learning a difficult second language. Physiological, linguistic, psychological, and social factors that determine whether one succeeds or fails to acquire native and foreign languages are discussed.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 118S - Gems**

Gems and precious stones have been the objects of fascination and delight for thousands of years. They have been worn as adornments and amulets to bring their wearer strength and invincibility, good health and luck, love and wisdom. Gems have been portrayed as having magical powers, and the desire to own these crystalline droplets of beauty has led to murder and intrigue, theft and deception, wars and suffering. This course examines the origin, history, myths, and lore of diamonds, rubies, sapphires, and emeralds, as well as a score of other precious stones. Students study their chemical, physical, crystallographic, and optical properties; how they form; and where they are found. They assess the cost - in environmental degradation and human lives - to extract gems from the Earth's crust, and read about the brutal history and mysterious ways of the diamond business. Finally, students discuss and evaluate New Age claims for crystal healing, crystal balls, and crystals used as amulets and talismans.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 119S - Environmental Activism, Science, and the Arts**

For several decades, artists using a variety of media have consciously been using their art to promote environmental activism. There is an even longer history of art reflecting and perhaps affecting people's appreciation of and understanding of the relationships between humans and nature. Using examples from painting, photography, sculpture, music, film, dance, theater, poetry, and other media, including multimedia performances and installations, this course examines two questions about the relationships among

environmental activism, science, and the arts. First, how do activist artists use scientific understanding in their environmental arts? Second, does activist environmental art affect environmental attitudes, perceptions, beliefs, and/or behavior? By addressing these questions, the course explores scientific perspectives, connects them to a topic outside the natural sciences and mathematics, and contrasts them with other ways of knowing.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 120S - Earth Resources**

Management of the Earth's energy, mineral, and water resources is a subject of ongoing controversy and debate. This debate revolves around two related issues: the diminishing supply of some resources and the environmental cost of resource extraction and energy production. This course examines the origin and geologic setting of Earth's resources, and how these factors influence resource exploration, extraction, and use. Environmental and economic aspects of resource extraction are explored. Students examine the public debate about resource management and conservation, as well as the roles of politics and the media in shaping this debate. This course emphasizes student-led discussions of case studies dealing with current resource-related topics. The purpose of this course is to create a framework in which resource issues can be evaluated, integrating the scientific and social issues inherent in resource development.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 122S - Life in the Universe: A Cosmic Perspective**

Examines the historical debate on the concept of whether extraterrestrial life exists. Students examine what astronomy and physics tell about the origin and evolution of the Universe, the production of elements that make up living matter on Earth, the evolution of stars like the Sun, and the formation of solar systems. Also examined are the astronomical, geological, chemical, and biological conditions that were responsible for the origin and evolution of life on Earth, and speculate about the possibility of life on other planets in our solar system or on planets around other stars. How would one detect the presence of life on other planets in the solar system; in the galaxy? The development of intelligent life and the possibility of contact between civilizations are examined.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 123S - Climate Change and Human History**

As the "Global Warming Summit" made clear, anthropogenic activity has the potential to dramatically alter global climate. The increased introduction of greenhouse gases, sulfate aerosols, and dust through human activities may result in a variety of regional responses, including warming and cooling, changes in precipitation and drought patterns, and rising sea level. Climate change as a force driving human history, however, is not unique to the 20th century. The primary objectives of this course are to present case studies that demonstrate the strong role of climate in driving human evolution, adaptation, and societies; and to assess the relationship between climate forcing and man, with a view toward understanding the potential consequences of modern anthropogenic impacts.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 124S - Cells and Human Development**

The fusion of sperm and egg cells to form a single-celled zygote is the initial step in development in most multi-cellular organisms. In humans, repeated divisions of this single fertilized egg are responsible for the production of more than 70 trillion cells of greater than 200 different types. In this course students examine how a fertilized egg undergoes division, how the stem cells produced by these divisions become "determined" to form cells of particular types, and how these determined cells finally differentiate into the highly specialized cells that make up most tissues and organs. As this process is examined, students also explore the relationship between cells and developmental patterns, and investigate how genetic and environmental factors can influence (and alter) cell fate. Biological, social, and ethical aspects of the human manipulation of development are also considered, including examination of such topics as cloning by nuclear transfer, reproductive technology, fetal surgery, stem cells, and embryonic gene therapy.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 126S - Computers in the Arts and Sciences**

Introduces students to the inner workings of computers, the Internet, the Web. Students learn to create a well-designed web page; build a website; perform regression analysis; analyze a small social network; etc. Students spend two weeks on the notion of data modeling, build simple but useful financial models, and in the process learn the basics of financial literacy. There are several lab assignments and two group projects, one to build a website on the subject of choice, the other to analyze a social network. No computer experience is required.

**Credits:** 1.00

**Crosslisted:** COSC 100

**Corequisite:** CORE 126SL

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

## **CORE 126SL - Computers in the Arts and Sciences Lab**

Required corequisite to CORE 126S.

**Credits:** 0.25  
**Corequisite:** CORE 126S  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

## **CORE 128S - Global Change and You**

Our planet is currently undergoing a level of abiotic and biotic change that is unprecedented in recent history and the scientific consensus is that it is anthropogenic. This course introduces students to the recent data on climate change and inferred causes and consequences of that change. Throughout the course, the way in which humans influence these changes and also the ways in which these changes impact humans are explored. The main focus of the course is the carbon cycle, specifically on human energy consumption, food production, and water use, and how they are linked to biodiversity loss. The many sides of issues (e.g., biofuels) are explored and debated throughout the course. The immediate consequences of global change are demonstrated in a required weekend fieldtrip to the Adirondacks in the third week of the classes to learn about the effects of pollution and climate on our local ecosystems.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

## **CORE 129S - Dangerous Earth: Science of Geologic Disasters**

Geologic disasters, such as floods, earthquakes, and volcanic eruptions, serve as dramatic reminders of the power of nature and the catastrophic impact that these disasters have on society. As recent events such as the 2003 tsunami in Sumatra demonstrate, these disasters can exact a terrible cost in both economic terms and loss of life. Society has a clear interest in understanding what causes these disasters and how to reduce their impact on human populations. Geology provides a scientific framework for understanding the potential risks and effects of geologic disasters. This course examines the science behind four disasters that pose major risks to society: floods, earthquakes, volcanic eruptions, and meteoric impacts. Students examine significant case studies to understand the types of data collected to study these disasters, ambiguities in the data, and how risk is estimated. Students also examine potential ways to reduce the damage caused by such hazards and the scientific, economic, political, and societal implications of these approaches.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 130S - Rejected Knowledge**

"Rejected Knowledge" refers to things known, by whatever process and persons, that do not fit orthodox paradigms of belief and are therefore commonly excluded from academic consideration. The course examines such topics as the evidence for prehistoric high civilizations, the claims of parapsychology, UFO myths, and paranormal phenomena. What are the reasons for their exclusion, and how can the scientific method, properly employed, help in their investigation?

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 134S - The Sixth Extinction**

The fossil record reveals that Earth has experienced five cataclysmic events, or mass extinctions, which in each instance had a profound effect on its history by redirecting the course of evolution. As detectives attempting to solve the world's greatest murder mysteries, students of this course examine when each of these catastrophic events occurred, what caused ecosystems and evolutionary processes to be disrupted, why and where biological diversity was greatly diminished, and who survived to begin the evolutionary repair of life during subsequent recovery and radiation phases. In the final part of the course, students use their knowledge of these past events to hypothesize about and investigate the severity of the Sixth Extinction. The course addresses modern conservation practices and specific actions that hope to enhance the future existence of a biologically diverse planet.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 137S - Mind, Body, and Health**

The relationship between the mind and the body has been a topic of speculation and controversy through human history. This course explores this relationship by examining how psychological and social factors influence human health. Proponents of Western medicine have frequently dismissed a mind-body link as folklore; others, especially writers for the popular media, have claimed that the mind has miraculous power to cure disease. In recent years, scientists have conducted numerous studies aimed at discovering how thoughts and emotions actually influence physical health, and what mechanisms underlie this influence. Students evaluate this literature, learning about the effects of beliefs, emotional states (depression, anxiety),

personality characteristics, and stress on people's susceptibility to and recovery from illnesses. Students also explore literature suggesting that psychological approaches can prevent or treat physical conditions. By doing hands-on experimentation, students learn how to measure stress and even how to control their own physiological responses to it. The course emphasizes the value and limitations of using Western scientific methodology to gain knowledge, and contrasts this approach with ideas from "alternative" and Eastern approaches to medicine.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 138S - The Advent of the Atomic Bomb**

Examines the scientific evolution of nuclear weapons and the historical context in which they were developed. World War II made urgent the exploitation of atomic power for military purposes. Topics include the scientific thought that made harnessing nuclear power possible, the political pressure that shaped that process, the ramifications of the bomb for science and politics during and immediately after the war, and the subsequent impact of nuclear bomb use on the population and the environment. Includes consideration of post-WWII developments of nuclear weapons, weapons testing, and nuclear power generation, with an emphasis on their environmental impact.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 139S - Election Methods and Voting Technology**

How should we elect our president and other officials? What is the best way to cast and record our votes? This course surveys different methods of conducting elections. We develop tools to assess the fairness of our election methods in this country and how they might make policy decisions related to elections. These policies concern the ways of casting our votes (voting technology) and the election methods. One part of the course compares different ways of electing candidates and the mathematical theory behind these methods. The second part of the course considers different ways that votes can be cast. This includes the history of different methods of voting and their vulnerability to fraud. This leads to current debates about voting technology: How effective are different modern systems, such as electronically scanned ballots and direct recording electronic (DRE) voting machines, for accurately and securely recording votes and protecting against voting fraud?

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 140S - Language and Cognition**

What is the relationship between language and cognition? To answer this question this course explores the interrelation between verbal expression and such cognitive faculties as bodily experience, imagination, memory, categorization, and abstract thought. The study of language as a cognitive phenomenon is a relatively new discipline. It originated in the late 1970s and early 1980s. Since then, cognitive linguistics has been a rapidly growing field that has both benefited from and contributed to its allied disciplines of cognitive psychology, cognitive anthropology, and cognitive neuroscience. The course begins by examining the advantages and shortcomings of the cognitive perspective on the different levels of language (e.g., sounds, words, sentences, texts, etc.). Students explore the connections of cognitive linguistics with the related fields that are broadly referred to as the "cognitive sciences." No background in linguistics is required, but interest in linguistics is expected.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 141S - From the Atkins Diet to the Kyoto Treaty: Science, the News Media, and You**

Many of the important issues that confront society, from health-related concerns to environmental protection, are scientific at their core, and society relies almost exclusively on the news media for information about them. However, a lot can happen to scientific data on its way to becoming a headline. Politicians, industries, and other groups have a stake in the perception of scientific issues and can potentially influence the content and presentation of news. This course dissects the forces that control perception of scientific news and provides strategies for obtaining more detailed information. The course comprises a series of self-contained units that each focus on a single issue and may include such disparate topics as the Atkins diet, the Kyoto Protocol, nanotechnology, the human genome project, and space exploration, as well as some of the students' choosing. Each unit begins with a general introduction to the underlying science, moves on to explore social, political, and economic aspects, and culminates with a writing assignment or class-wide participatory event.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 142S - Contemporary Issues in Computer Science**

An introduction to contemporary concepts, models, and issues in computer science. Topics are chosen from the nature of computation, algorithms and their applications, data centers and cloud computing, software

engineering, logic and system design, programming languages, security, big data and data mining, mobile computing, and others. These topics relate to contemporary experience by examining issues such as privacy, software reliability, information access, politics and social networks, e-commerce, electronic piracy, globalization, hacking, ownership of bits, copyright and patent infringement.

**Credits:** 1.00

**Crosslisted:** COSC 150

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 143S - Introduction to Statistics**

Introduces students to statistical thinking by examining data collected to solve real-world problems. A wide range of applications are considered. Topics include experimental design, descriptive statistics, the normal curve, correlation and regression, probability theory, sampling, the central limit theorem, estimation, hypothesis testing, paired observations, and the chi-square test. Particular emphasis is given to the models that underlie statistical inference. This course is no longer crosslisted as MATH 102.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Three years of secondary school mathematics

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Restrictions:** Not open to students who have either received credit for or are currently enrolled in MATH 416.

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 145S - Mind and Brain in Meditation**

Dhyana, Ch'an, Zazen, Meditation: These are all words for the ancient practice of mindful sitting. This simple practice has endured for millennia and has thrived in a wide variety of cultures, including, most recently, the West. To the Western mind, this practice of "doing nothing" is full of paradox. In this course students explore the practice, both academically and experientially. They study the effects of meditation on the structure and function of the brain, and on psychological measures of concentration, cognition, consciousness, and well-being. The course seeks explanations from research on mind, brain, and behavior, for how "doing nothing" can have such profound effects. Students sit regularly in meditation and use themselves as subjects of their own research on the effects of meditation. This course should give students a better understanding of psychology, scientific research, and meditation, and no previous experience with any of these is necessary to fully participate in the course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives



## **CORE 146S - The Good Life: Perspectives from Psychological Science**

Throughout history, men and women have been captivated by questions of what constitutes the "good life" and how such a life can be cultivated. What is the nature of human happiness, joy, and pleasure? How can people most effectively cope with the inevitable difficulties faced in life? Are some people simply born more content than others? How are happiness and life satisfaction affected by health, relationships, material wealth, culture, habits of thought, and spiritual practice? This course focuses on how contemporary psychological research can be used to answer these enduring questions. Students read original research articles on these topics and gain hands-on experience collecting and analyzing data. Throughout the course, students are helped to recognize the strengths and limitations of the scientific method for approaching questions such as these, and students are encouraged to articulate their own emerging views of what constitutes a life worth living.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 147S - Emerging Global Challenges: Science, Technology, and Culture**

In the 21st century, global citizenship will require a comprehensive understanding of key challenges on a planetary scale, including global warming, diminishing energy resources, population pressures (adequate water and food supplies, humane living conditions), urbanization, and the impact of natural disasters. This course will explore the underlying scientific concepts essential to developing a thorough understanding of the phenomenon and developing a healthy skepticism and critical analysis of complex, global-scale processes. Through the application of design-thinking project-based learning, students will assess the potential global ramifications of selected global issues, develop their own interpretations, and propose creative solutions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 149S - The Scientific Study of Willpower**

Willpower allows people to delay gratification, resist temptations, and reach challenging long-term goals. This course is devoted to the study of this unique human capacity to regulate behavior. Students explore the psychological mechanisms underlying willpower from a scientific perspective. While reading relevant theoretical and empirical works, students test the ideas under study through laboratory exercises. Discussions explore the broader implications of research findings and apply these principles to the self-regulatory challenges that one faces every day. Assignments focus on developing strong writing and scientific-reasoning skills, and gaining useful insight into one's own motivational tendencies. A final research project allows students to investigate empirically an original idea on the nature of willpower.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 150S - Linguistics: Data, Theory, and Experiments**

Language is by far the most important means of communication among humans and the central cognitive ability separating them from the rest of the animal kingdom. Linguistic activity is all-pervasive and forms the foundation of all other high-level symbolic activities. At the same time, many aspects of this activity remain deeply mysterious. How did the language ability come about? Why is it that children learn their first language with such ease, while most adults have great difficulties learning a second one? How is it possible to learn such a complex set of rules in such a short time, on the basis of a very small corpus of data, much of it grammatically incorrect? These and other questions form the subject matter of the field of linguistics and are explored in this course.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 153S - Acid Rain: A Persistent Environmental Problem**

Acid rain surfaced as an environmental problem in the 1960's and a multitude of studies were conducted in the Northeastern US, Canada and much of the United Kingdom and Europe that examined the sources and scope of the problem as well as the impacts on terrestrial and aquatic environments. The Adirondack Mountains are particularly sensitive to acid deposition because of their geology and topography. Many different collaborative studies were conducted with geologists, biologists, hydrologists and atmospheric scientists, and their results led legislators to enact the 1990 Clean Air Act Amendments. Twenty five years later, we examine how scientists addressed skeptical concerns about the extent of the acid rain problem, how effective the legislation has been in recovery of lakes, streams and forests as well as efforts to mitigate the effects of acid deposition through lime applications that neutralize acid and restore chemistry to lakes, streams and forests. Students will gain an understanding of linkages between soils, forests, streams and lakes, and we will compare how scientists and legislators addressed the acid rain problem versus our current actions to address climate change. Students compare restoration "success" in the Adirondack Mountains to changes in precipitation chemistry and biota in other parts of the world such as Canada, different European countries, the United Kingdom and Asia.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 154S - Caribbean Ecology and Environmental Concerns**

When we think of the Caribbean, the first images that come to mind are beautiful, clear, blue oceans, white sandy beaches, never-ending sunshine, and perpetual serenity with laid-back populations. Yet these images do not capture the presence of the myriad ecological and social concerns of the region. What are the different ecological settings of these islands, ranging from the terrestrial to the marine? What are the human-environment interactions within these ecological contexts? How have these interactions led to stressors within the ecological settings, and what are the implications of these stressors? This course seeks to address how these questions are answered through the use of science and also seeks to highlight some of the limitations of science when contending with complex ecological and social systems, using the Caribbean region as the area of focus.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 156S - Drugs, Brain, and Behavior**

Drugs, used recreationally and medicinally, can have physiological and behavioral consequences that are important to both the individual and society. The processes in the brain and nervous system that mediate drug-induced effects on behavior and physiology are examined with emphasis on the strategies and methods used to evaluate, scientifically, the effects of drugs. This course is designed for students with no background in the field of neuroscience.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 158S - Molecules that Rock Your World**

How could a collection of atoms, tethered together to form molecules, have played such important roles in colonization, health, environment, lifestyle, and so forth? We will look at 13 of the most intriguing molecules in history. As we explore these interesting histories, we will catalogue a few of the relevant scientific observations and molecular structures that give rise to the important characteristics of particular "world rocking" molecules. Molecular modeling, demonstrations, and lab-like exercises will illustrate the connection between structure and function. Students will also suggest and research other molecules that have impacted history or might be projected to have a profound influence in the future.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 159S - Ecology and the Quality of the Environment**

A mix of interlocking problems is reaching crisis levels on our planet, which is the only home for us and a rich diversity of other life forms. The bad news is the growing evidence that we are depleting the Earth's natural capital at unprecedented and accelerated rates by living in ways that are eventually unsustainable. This course introduces students to a variety of ecological principles that explain the nature of the environment. Topics include human population dynamics, matter and energy resources, ecosystems, and others. The master ecological concepts are applied to current world environmental problems to help explain water pollution, hazardous waste disposal, renewable and nonrenewable resources, etc. Environmental degradation and pollution are approached from an ecological perspective, but students also search environmental ethics and economic and political aspects for potential solutions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 160S - Psychology of Sport and Exercise**

Knowledge and beliefs related to sport and exercise behaviors are based on a variety of approaches, ranging from superstition to the scientific method. This information is also variously transmitted, ranging from verbal folklore, popular media, textbooks, and peer-reviewed science journals. Sport and exercise psychology is the scientific study of human behavior as it relates to sport and exercise. It forms an excellent canvas on which to view, comparatively, the strengths and weaknesses of using the scientific method to address issues of practical importance. This course provides a broad overview of sport and exercise psychology, explicitly addressing the scientific perspective. No prior exposure to psychology and no assumptions regarding prior athletic experiences.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 162S - Foodwise**

Food is essential for all of us to survive but we often take food and food preparation for granted. Have you ever wondered why some food tastes as it does or how food preparation can alter the taste or consistency of a dish? What is a balanced diet and why do we strive to have one? In this course students explore how understanding the science of food and cooking enhances our enjoyment of it as well as our benefit from it. Students look at the history and culture of human nourishment, and explore some controversial aspects of food and food technology, such as use of additives, genetically modified organisms, and diets and weight loss programs. If you have an appetite for learning or are just food motivated, this course may appeal to your senses.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 163S - This Old Earth: Scientific and Cultural Perspectives on the Discovery of Deep Time**

The antiquity of the Earth is geology's most important contribution to science. In the late 18th and 19th centuries new findings about the Earth's history and fossil record came into conflict with religious and cultural understandings of creation, evolution, and the place of man in the universe. These issues have been debated since Darwin first articulated his theory of evolution by natural selection. More recently, controversy over anthropogenic climate change has provoked similar questions: How long has our present climate lasted, and what has been the scale of climate change in the past? Knowledge of the Earth's vast age has reached past scientific debates and influenced all aspects of life, including religion, poetry, art, and architecture. In this course, students explore the changing cultural and scientific views of the age of the Earth and how these longstanding debates influence how science is seen by non-scientists.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 164S - Shifting Boundaries of Science and Law**

If a researcher makes a billion dollars selling cells from a person's spleen, does that person deserve a cut? Should a scientist be allowed to patent an oil-slick-eating microorganism? Who counts as an "expert witness?" According to the U.S. Supreme Court, the answers are "no," "yes," and "it depends"; and each of these decisions has brought the domains of science and law together in complex and often conflicting ways. This course explores the interaction of science and law in the context of 20th- and 21st-century U.S. society, drawing on a number of legal decisions and policy issues. Students present data for both a mock trial and a mock policy hearing.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 165S - The (Ir)Rationality of Everyday Decisions**

For a long time, economics has assumed that individuals are perfectly rational in the sense that they are able to process an unlimited amount of information, make complex decisions, and predict future outcomes. The finding of a significant set of anomalies has prompted economists to seek for explanations outside of the perfect rationality model. The emerging field of behavioral economics is the result of relaxing the

assumption of perfect rationality in modeling individual decision making. The course provides students the opportunity to think about their own decision-making process, compare it to what has been found in the literature, and then apply this knowledge to the application of the scientific method to examine a hypothesis of their own. The course provides students the opportunity to think about their own decision-making process, compare it to what has been found in the literature, and then apply this knowledge to the application of the scientific method to examine a hypothesis of their own by running a field experiment on campus. This course requires no prior exposure to economics or statistics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 166S - The Air Up There**

Weather and climate command our attention because they deeply affect life on Earth. Now more than ever, life on Earth also affects atmospheric conditions, with vitally important scientific, political, cultural, and ethical implications. Course readings, discussions, and lectures examine the atmosphere from microscopic and macroscopic points of view, exploring the atomic basis for atmospheric properties such as pressure, temperature, and transparency; investigating the physical processes behind weather patterns and disturbances; and examining some of the complexities of global climate change. The course emphasizes interactions between the atmosphere and humans, as well as interactions between science and other human endeavors. Students better their understanding of the atmosphere, weather phenomena, climate change, and the power and limitations of scientific inquiry. A term project allows students to study an atmospheric phenomenon of their choosing and to strengthen their knowledge through written, oral, and visual presentations.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 168S - Stem Cells, Gene Therapy, and Bionics: The Making and Remaking of the Human Body**

Examines several topics on the cutting edge of regenerative science. Initially focuses on the body's ability to repair itself. Students examine the nature of stem cells, as well as the limitations and potential for future work with these cells. Students then explore how gene therapy techniques have the potential to repair a wide variety of genetic disorders, but may also bring about the possibility of selective improvement in normally functioning bodies. Finally, students look at how scientists are developing techniques to grow organs in the laboratory to replace damaged or injured organs, and how bionic parts are being investigated increasingly as alternatives to biological replacements. Along the way, students consider the ethical and social concerns that surround each of these approaches, and explore whether current definitions of humanity will apply well to a future where we can increasingly manipulate fundamental aspects of the human body.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 170S - Media Effects**

Uses a social scientific approach to examine the effects that media exposure has on audience members. Students develop an understanding of how the media affects audience members' physiology, cognition, beliefs, attitudes, affective states, and behavior. Key media topics studied include violence, sex, politics, and portrayals of groups. Key types of media studied include television, music, video games, and social media.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 172S - The Biology of Women: Sex, Gender, Reproduction, and Disease**

Myths regarding the female body have been circulating for centuries and still influence human behavior throughout the world. Though female and male anatomies differ, the underlying genetic material of each is very similar. This course investigates the historical and environmental construction of gender, the biological aspects of sex, the unique characteristics of female anatomy and reproduction, and the effect of sexually transmitted diseases and cancer on female health. Lectures, discussions, and in-class exercises explore the scientific methods used to acquire our current understanding of hormonal signaling, genetic inheritance, development, microbial pathogenesis, and cell biology that underlie these topics. Social and ethical issues that exist and are raised by the biological differences between males and females are also discussed, including hormonal therapy, in vitro fertilization, prenatal genetic testing, female genital mutilation, and the use of birth control to prevent AIDS transmission. This course is open to both men and women.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 174S - Applied Natural History**

Perhaps Janine M. Benyus says it best: "For the 99 percent of the time we've been on Earth, we were hunter and gatherers, our lives dependent on knowing the fine, small details of our world. Deep inside, people still have a longing to be reconnected with the nature that shaped our imagination, our language, our song and dance, our sense of the divine." Yet as our lives become more digital, we become less connected to the natural world. This perilous journey results in an erosion of our sense of place and a disconnect from our deepest roots. This course focuses on connecting students to the natural world. Together students

develop the skills to read modern landscapes and use both plant and animal analyses to interpret the history and ecology of forested regions. Students become familiar with Hamilton's local ecosystems and some of the more unusual regional ecosystems of central NY. Whereas students largely focus on plants, the course exposes them to techniques of plant, insect, and animal collection and identification. Students read extensively from the primary and secondary literature and spend considerable time thinking about how humans interact with their natural world. They look to other cultures and how they use plants and animals for spiritual and curative purposes. Finally, students put together conservation strategies for one of Hamilton's most unusual and threatened habitats: the carnivorous plant bog.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 175S - The Science of Drinking: Methods in Alcohol Research**

Even before the dawn of written history, humans left evidence that they enjoyed alcohol. Despite this long history, though, there is still much to be learned about alcohol and its consumption. For example, why do people drink? When is drinking considered a problem? How can alcohol problems be addressed and treated? While topics like these can often be influenced by media events and political agendas, the goal of this course is to approach drinking from the perspective of scientific inquiry. The course explores recent theories of alcohol use and methods in alcohol research that are aimed at answering these three questions. Students engage in a real, ongoing intervention research project in partnership with the Shaw Wellness Institute.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 176S - Natural Disasters: Science, Media and Movies**

Natural disasters are part of the normal processes that shape the Earth, but can have dramatic and tragic impacts on human populations around the globe. Many citizens, however, are only exposed to these phenomena through media coverage seeking high viewership or movies optimized for spectacular special effects. This course will introduce the science behind many natural disasters – including earthquakes, asteroid impacts, storms, volcanic eruptions, and tsunamis – while also considering how media stories and films present, frame, or incorporate disaster science. Students will gain a practical understanding of natural disasters, and learn to critically analyze the representation of science in popular media.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior



**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 177S - Critical Analysis of Health Issues**

Examines a key global health issue, such as AIDS or Cancer, from an interdisciplinary approach. The readings introduce students to the history, politics, science, and public health issues of the disease. Students will examine the epidemiology of the disease, examining how geography, socioeconomic status, and other factors influence transmission and treatment, and statistical measures used to analyze data about causes, cures and spread of disease will be introduced. Finally, the impacts of the disease on communities at different scales will be examined.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

**Formerly:** CORE 116S and CORE 136S

### **CORE 178S - Water**

Explores water technologies and their evolution through time, and how the technologies related to water distribution and treatment evolve with human's understanding of and interaction with water. Through the lens of science and engineering, students examine the role water plays in human health, the environment, and sustainability. Focused on history of water transportation; water quality issues, coinciding with an improved understanding of water following advances in chemistry, biology, and physics; and modern and emerging problems related to water and water technology. Students cover topics on the application and limitation of scientific knowledge, and broader impacts that technology has on past and current societies.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

### **CORE 179S - Living and Dying in an Unequal World**

Social inequality affects us all. This course will explore what the science of social psychology tells us about how social inequality shapes the ways we think, live, and die. Because social inequality is about the relative status of people based on their group memberships, we will begin the course by exploring social psychological theories that help explain the centrality of our group memberships to our identity. As we will see, these group memberships can be based on many different aspects of our identity: race, gender, socioeconomic status, among many others. Next, we will explore what experimental data tell us about the sources of, and consequences of, group-based disparities. In particular, we will examine the roles of limited resources, identity, power, morality, and prejudice in perpetuating inequality. Finally, we will discuss the emerging literature on how to coexist more peacefully in an unequal world.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 180S - The Science of Music**

What is music? How do natural raw sounds become a musical phenomenon? Why are some combinations of sounds more pleasant than others? The answers to these questions are tightly related to the concepts of matter, energy, time and space. Where there is music, there is sound; and where there is sound, there is physics. This course is an exploration of the underlying principles of the musical phenomena, including acoustics of musical instruments, formation of scales and perception of sound.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 181S - Cooperation & the Environment**

Cooperation is the key to understanding many environmental problems and policies. When and how do humans cooperate with each other to solve environmental issues? What features make that cooperation easier or harder, and what can we do to encourage cooperation? This course explores the origins of cooperation from an economic, biological, psychological, and social perspective, with a particular focus on game theory. This knowledge is then applied to a variety of environmental issues, ranging from climate change to overfishing to the hole in the ozone layer.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

### **CORE 182S - From Paintings to Pixels**

Introduces students to interdisciplinary thinking: they learn the elements of computer programming in the context of visual art, developing problem solving skills that bridge disciplines. Students formally analyze the visual structure of paintings to create abstractions, sketches and collages, which provide templates that structure the computer programs they write.

**Credits:** 1.00  
**Prerequisites:** No prior programming experience is expected.  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** Scientific Perspectives

## **CORE 183S - The Science Fiction Effect: Popular Science Writing and Science Fiction in Public Discourse**

Combines popular science writing with works of science fiction in order to interrogate the ways in which science is presented, expressed, and translated into texts intended for laypeople. Students will consider the role both kinds of work play in shaping public scientific literacy. Readings will include essays from Best American Science Writing, recently published nonfiction in the genre of popular science, assorted recent articles, as well as seminal and contemporary works of literary science fiction. Students will gain a deeper understanding of how science is practiced and written about today, as well as the ways in which fiction about scientific advances popularizes the science it addresses. Given what we learn through reading nonfiction, is fictional writing about real science a fruitful part of public scientific discourse?

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **CORE 184S - Fire**

Fire is the quintessential human technology. It is also a potent symbol whose meaning has become central to our national and community discourse. Fire is at the root of countless traditions, myths, and foodways, and through controlled combustion of fossil fuels, fire has grown to be the central process at the heart of modern industrial and agricultural systems. The deliberate release of energy through different forms of combustion has changed the course of human social- and potentially, biological evolution. But where does the energy in combustion come from? How do humans harness that energy to do work? And how do storytelling and cultural perceptions of fire influence the choices individuals and societies make about what resources to burn, where to burn them, and what to do with the waste products?

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** Scientific Perspectives

## **LING 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **LING 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **LING 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **MATH 105 - Introduction to Statistics**

An introduction to the basic concepts of statistics. Topics include experimental design, descriptive statistics, correlation, regression, basic probability, mean tendencies, the central limit theorem, point estimation with errors, hypothesis testing for means, proportions, paired data, and the chi-squared test for independence. Emphasis is on statistical reasoning rather than computation, although computation is done via software.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Three years of secondary school mathematics

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who have either received credit for or are currently enrolled in CORE 143S or MATH 416.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **MATH 149 - Mathematical Deliberation**

The emphasis throughout this course is the development of the ability to think creatively - to solve mathematical exercises that must be stated as a mathematical model (the creative thinking aspect) and then solved using techniques encountered during a student's secondary educational experience in mathematics in the courses known as algebra, plane geometry, trigonometry and elementary functions. An inspiration for this offering reflects the ability of computers and calculators to carry out many of the mathematical techniques needed to obtain a solution to a mathematical model - it is the modeling aspect that is now the stumbling block to solving mathematically posed problems and it has always been the more difficult aspect to address when solutions to problems (especially "word" problems) are requested.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **MATH 161 - Calculus I**

An introduction to the basic concepts of differential and integral calculus including limits and continuity; differentiation of algebraic, trigonometric, exponential, and logarithmic functions; applications of the derivative to curve sketching, related rates, and maximum-minimum problems; Riemann sums and the definite integral; and the fundamental theorem of calculus.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** Three years of secondary school mathematics including trigonometry  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** MATH 111

### **MATH 162 - Calculus II**

A continuation of the study of calculus begun in MATH 161. Topics covered include the calculus of inverse trigonometric functions, techniques of integration, improper integrals, L'Hôpital's rule and indeterminate forms, applications of integration, and Taylor series.

Note: MATH 161 may not be taken after credit is earned for MATH 162.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** MATH 161 with a grade of C- or higher or equivalent experience in a secondary school calculus course  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** MATH 112

### **MATH 163 - Calculus III**

The content from MATH 162 and MATH 163 is extended to several variables. Among the topics considered are surfaces in three-dimensional space, partial derivatives, maxima and minima, and multiple integrals.

Note: MATH 162 may not be taken after credit is earned for MATH 163.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** MATH 162 with a grade of C- or higher or equivalent experience in a secondary school calculus course or concurrent enrollment in PHYS 232  
**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** MATH 113

## **MATH 214 - Linear Algebra**

A study of sets of linear equations and their transformation properties over vector spaces. Topics include: systems of linear equations, matrices, determinants, vector spaces, linear transformations, eigenvalues, eigenvectors, and diagonalization.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** MATH 163 or MATH 113 (may be taken concurrently)  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **MATH 250 - Number Theory and Mathematical Reasoning**

Questions about the positive integers  $1, 2, 3, \dots$  have fascinated people for thousands of years. The ancient Greeks noted the existence of right triangles with sides of integral length, corresponding to equations such as  $3^2 + 4^2 = 5^2$  and  $5^2 + 12^2 = 13^2$ . Is there a way of describing all such "Pythagorean Triples"? As another example,  $5 = 1^2 + 2^2$ ,  $13 = 2^2 + 3^2$ ,  $17 = 1^2 + 4^2$ , while none of the primes  $7, 11, \text{ or } 19$  can be expressed as the sum of two squares. Is there a pattern? Does it continue forever? This course focuses on such equations as a means for introducing students to the spirit and methods of modern mathematics. The emphasis throughout is on developing the ability to construct logically sound mathematical arguments and communicate these arguments in writing.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** (MATH 162 or MATH 112) or (MATH 163 or MATH 113) with a grade of C or better  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **MATH 260 - Computational Mathematics**

An exploration of computer manipulation and presentation of mathematical ideas. The computer allows mathematics to be explored, manipulated and connected to data. No background in programming is presumed. Students learn how numbers are stored and manipulated on the computer in order to do mathematics (from calculus to linear algebra to exploring patterns in the integers), how mathematical functions can be encoded and presented, and how data relates to functions. Induction and continuity are methods of proof relying on infinity, yet will be explored using the finite number cruncher called a computer. The results provide examples and intuition for further mathematical investigation. The required lab portion of the course allows students to implement these ideas in practice.

**Credits:** 1.00  
**Corequisite:** MATH 260L  
**Prerequisites:** (MATH 162 or MATH 112) and (MATH 163 or MATH 113)

**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **MATH 260L - Computational Mathematics Lab**

Required corequisite to MATH 260.

**Credits:** 0.25  
**Corequisite:** MATH 260  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **MATH 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **MATH 302 - Systems Biology**

Systems biology is an emerging interdisciplinary field that focuses on system level understanding of complex interactions of biological processes using quantitative approaches. The course focuses on the applications of mathematical techniques such as differential equations, network structure measures, machine learning and modeling (e.g., Boolean and stochastic modeling) to the study of gene regulation, synthetic gene circuits, small- and large-scale biological networks, and signal transduction pathways. Students also learn how to use computer software that is designed for biological data analysis such as GenePattern and COPASI.

**Credits:** 1.00  
**Crosslisted:** BIOL 302  
**When Offered:** Fall semester only, in alternate years

**Corequisite:** None  
**Prerequisites:** (MATH 161 or MATH 111 or MATH 162 or MATH 112) and (BIOL 182 or BIOL 212 or MATH 163 or MATH 113 or PHYS 204 or COSC 101)  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **MATH 308 - Differential Equations**

A study of equations that include derivatives. Techniques for solving, and the theory of, ordinary differential equations are presented. Topics include: first order equations with associated initial conditions, linear second order equations with constant coefficients, systems of differential equations, and applications.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (MATH 162 or MATH 112) and (MATH 163 or MATH 113)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **MATH 310 - Combinatorial Problem Solving**

Develops methods to solve combinatorial (finite) problems arising in mathematics, computer science, and other areas from the natural and social sciences. Enumeration and graph theory are the main subjects. Topics include recurrence relations, generating functions, inclusion-exclusion, modeling with graphs, trees and searching, graph coloring, and network algorithms. The emphasis is on problem solving rather than theory.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 162 or MATH 112

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **MATH 312 - Math Modeling: Social Sciences**

How do we translate problems from the world into solvable mathematical problems? Mathematical modeling is the art of creating mathematical problems whose solutions are useful for real world problems. Methods such as scaling, qualitative analysis, limits of predictability, and simple random models are discussed. Applications considered arise from economics, political science, and sociology.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** MATH 214

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **MATH 313 - Functions of a Complex Variable**



By introducing the imaginary number  $i = \sqrt{-1}$  the analysis of functions over the complex plane becomes, at times, distinctly different than over the real plane. Topics include complex numbers and functions, the theory of differentiation and integration of complex functions, sequences and series of complex functions, conformal mapping. Special attention is given to Cauchy's integral theorem.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** None

**Prerequisites:** (MATH 162 or MATH 112) and (MATH 163 or MATH 113)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **MATH 315 - Mathematical Biology**

Mathematical biology is a fast growing and interdisciplinary area in which mathematics is utilized as a tool for studying various biological phenomena such as population growth, infectious diseases, the spread of invasive species, cell movement, dynamics of a neuron, etc. This course provides an introduction to the basics of discrete and continuous models and mathematical concepts for students to learn how to derive, interpret, solve, simulate, and understand models of biological systems.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** None

**Prerequisites:** (MATH 162 or MATH 112) and (MATH 163 or MATH 113)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **MATH 316 - Probability**

An introduction to the basic concepts of discrete and continuous probability: axioms and properties of probability, standard counting techniques, conditional probability, important random variables and their discrete and continuous distributions, expectation, variance, and joint distribution functions. Additional topics may include: Poisson processes, Markov chains, and Monte Carlo methods.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** (MATH 162 or MATH 112) and (MATH 163 or MATH 113) (MATH 163 may be taken concurrently)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **MATH 354 - Data Analysis I - Normal Model Inference**

An applied regression course that involves modeling data with normal models including hands on Tukey-style data analysis with statistics software. Students explore topics that are widely used today across disciplines in academic research and in business; such topics include inferences for normal parameters, correlation, regression, analysis of variance (ANOVA), model diagnostics, model building, and transformations. Students will start with regression analysis with a single predictor variable, then consider regression analysis where two or more variables are used for making predictions. While applied, this course aims to combine theory and application to emphasize the need for understanding each methods' theoretical foundation. This conversation is had through illustrating a variety of inferences, residual analyses and fully exploring the implications of our assumptions.

**Credits:** 1.00

**Prerequisites:** ECON 375 or BIOL 320 or PSYC 309 or MATH 260 or COSC 290

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **MATH 357 - Geometry**

A study of several geometrical systems, with emphasis upon a development of Euclidean geometry that meets current standards of rigor.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Prerequisites:** MATH 250

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 327

### **MATH 360 - Graph Theory**

An investigation of the properties and structure of graphs. Graph theory uses mathematical constructs called graphs to approach a diverse set of problems that have nontrivial applications in computer science, operations research and other disciplines. It is one of the very few mathematical areas where one is always close to interesting unsolved problems. Topics include graphs and subgraphs, trees, connectivity, Eulerian and Hamilton cycles, matchings, colorings, planar graphs, directed graphs, network flows, counting arguments, and graph algorithms.

**Credits:** 1.00

**Prerequisites:** MATH 250 or MATH 310 or COSC 290

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **MATH 375 - Abstract Algebra I**

Abstract algebraic structures, rather than results specific to the usual number systems, are developed. Basic algebraic structures presented include groups, rings, integral domains, and fields.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MATH 250 with a grade of C or better

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 320

## **MATH 376 - Numerical Analysis**

An introductory treatment of methods used for numerical approximation. Topics include roots of equations, simultaneous linear equations, quadrature, and other fundamental processes using high speed computing devices.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** MATH 260 with a grade of C or better

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 329

## **MATH 377 - Real Analysis I**

Results from calculus, including limits, continuity, the derivative, and the Riemann integral, are given a rigorous treatment.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (MATH 162 or MATH 112) and (MATH 163 or MATH 113) and (MATH 250 or MATH 260) with a grade of C or better

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 323

## **MATH 382 - Topology**

An introduction to both point-set topology and basic algebraic topology. Topics include metric spaces, topological spaces, compactness, connectedness, the classification of surfaces, mod-2 homology, and the Jordan curve theorem. Additional topics that demonstrate connections with analysis, dynamics, and algebra are determined by the instructor based on student interest.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 250 with a grade of C or better

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 342

## **MATH 389 - Axiomatic Set Theory**

Set theory serves as a foundation for all of mathematics, in the sense that all of the objects and constructions of mathematics can be expressed in terms of sets. It was discovered over 100 years ago, however, that intuitive set theory is riddled with contradictions. This course introduces students to the axioms of Zermelo-Fraenkel set theory, which restrict the ways in which sets can be formed, in the hope of avoiding the contradictions. Topics include the Zermelo-Fraenkel axioms and some of their consequences; well-orderings and various statements equivalent to the axiom of choice; and ordinal and cardinal numbers.

**Credits:** 1.00

**Prerequisites:** MATH 250

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **MATH 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **MATH 399 - Mathematical Problem Solving**

This capstone seminar gives students a research experience through work on a semester-long problem. Students are expected to attend weekly progress meetings with the instructor.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MATH 250 and (MATH 375 or MATH 320 or MATH 377 or MATH 323)

**Major/Minor Restrictions:** None

**Class Restriction:** Only Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **MATH 408 - Partial Differential Equations**

Explores mathematics as it is applied to the physical sciences. Mathematical topics may include boundary value problems, partial differential equations, special functions, Fourier series and transforms, Green's functions, and approximate solution methods.

**Credits:** 1.00

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 308

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 311

### **MATH 410 - Ramsey Theory on the Integers**

The study of structures of mathematical objects that are preserved under partitions. Many results in Ramsey theory sound rather complicated and can be hard to follow; they tend to have a lot of quantifiers and may well involve objects whose elements are sets. However, when the objects under consideration are sets of integers, the situation is much simpler. This course will offer students a glimpse into the world of mathematical research and the opportunity to begin pondering unsolved problems.

**Credits:** 1.00

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 310 and (MATH 375 or MATH 320)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **MATH 416 - Mathematical Statistics**

The standard methods in statistics are developed with mathematical rigor. Topics include parameter estimation, including Bayesian estimation, the Central Limit Theorem, hypothesis testing, regression, analysis of variance, and nonparametric statistics. Applications of these tools are studied, with the choice of topics determined by the instructor.

**Credits:** 1.00

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 316

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 317

### **MATH 448 - Nonlinear Dynamics & Chaos**

An introduction to the techniques and concepts used to analyze real-time dynamic models that involve nonlinear terms. Applications are emphasized and demonstrate the universality of chaotic solution behavior. This course is team-taught by members of the physics and mathematics departments.

**Credits:** 1.00

**Crosslisted:** PHYS 448

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 308 or PHYS 302 or PHYS 431

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Students should enroll through the department for which they intend to use the credit.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 458

## **MATH 450 - Number Theory II**

Continues the study of number theory begun in MATH 250 and includes the Quadratic Reciprocity Law of Gauss, the Cubic Reciprocity Law of Eisenstein and Jacobi, and other topics from algebraic number theory.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 375 or MATH 320

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 331

## **MATH 454 - Data Analysis II - Nonlinear Model Inference**

An applied regression course that involves modeling and interpreting data with nonlinear models including K Nearest Neighbors, Logistic Regression, Discriminant Analysis, Bootstrapping, Ridge Regression, LASSO, Principle Components Analysis, Regression Splines, Generalized Additive Models, Tree-Based Models, and Support Vector Machines. While applied, it aims to combine theory and application to emphasize the need for understanding each methods' theoretical foundation. This conversation is had through illustrating a variety of inferences, residual analyses and fully exploring the implications of our assumptions.

**Credits:** 1.00

**Prerequisites:** MATH 354

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **MATH 481 - Modeling of Biological Systems**

Quantitative techniques have become a crucial tool in recent years for analyzing biological systems, a field which has been flooded with highly detailed experimental data due to new advanced data acquisition techniques in the biological sciences. This interdisciplinary research tutorial explores the analysis of biological systems using quantitative approaches such as mathematical modeling, statistical learning, and computer programming. Research topics include (but are not limited to) gene regulation, disease networks, and cell cycle regulation.

**Credits:** 1.00

**Crosslisted:** BIOL 481

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **MATH 482 - Research Seminar: Applied Mathematics**

This capstone seminar presents senior Applied Mathematics majors with a research experience in applied mathematics. Each student will work closely with the instructor on a research problem that will require the integration of previously developed applied mathematics skills. Students will apply their learning from previous math courses toward a specified research problem and will delve deeply into material related to the specific problem. Each student will complete a written piece of mathematics addressing their research problem and will present their work as a final thesis.

**Credits:** 1.00

**When Offered:** Fall semester only

**Prerequisites:** (MATH 376 or MATH 329) and (MATH 377 or MATH 323)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **MATH 483 - Research Seminar: Mathematics**

This capstone seminar presents senior Mathematics majors with a research experience in mathematics. Each student will work closely with the instructor on a research problem that will require the integration of previously developed mathematics skills. Students will apply their learning from previous math courses toward a specified research problem and will delve deeply into material related to the specific problem.

**Credits:** 1.00

**When Offered:** Fall semester only

**Prerequisites:** (MATH 375 or MATH 320) and (MATH 377 or MATH 323)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **MATH 485 - Abstract Algebra II**

Continues the study of abstract algebraic structures, providing a careful and intensive study of topics such as group theory, ring theory, field theory, and Galois theory.

**Credits:** 1.00

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 375 (or MATH 320) with a grade of B or better

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 421

## **MATH 487 - Real Analysis II**

Topics for this course are selected from among the following: metric spaces, sequences and series of functions, the Lebesgue integral.

**Credits:** 1.00

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 377 (or MATH 323)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 424

## **MATH 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **MATH 499 - Mathematical Logic**

The topics covered include the following: propositional and predicate calculus, completeness and compactness theorems, the foundations of nonstandard analysis, first-order model theory, recursive functions, a full proof of Godel's Incompleteness Theorem, and undecidability.



**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 375 or MATH 320 with B or higher

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** MATH 452

## **MIST 121 - Elementary Arabic I**

Offers elementary training in the skills of listening, speaking, reading, and writing through intensive training in the phonology and script of Modern Standard Arabic and its basic vocabulary and fundamental structure. There is a focus on simple interactive communicative tasks involving teacher with students and students among themselves. Basic grammar is taught through reading, writing, and speaking drills in conjunction with the formal exercises in the text. This training is supplemented with simple lessons on interpersonal transactions and cultural contexts.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **MIST 122 - Elementary Arabic II**

Continues the presentation of fundamentals of Arabic grammar and the development of proficiency in reading, writing, and spoken communication skills and oral comprehension, including extensive cultural material. Provides additional training in formal spoken Arabic, with significant consideration to deviations of certain Arabic dialects. In addition to standard drills, students are expected to engage in structured and semi-structured speaking activities, as well as content-based language activities built around regional topics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MIST 121

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **MIST 195 - Elementary-Level Arabic Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MIST 201 - Intermediate Arabic I**

Continues the study of Modern Standard Arabic begun in MIST 121 and 122, or their equivalent. Emphasis is placed on grammatical analysis, writing, and reading of increasingly longer and more complex texts; further vocabulary acquisition; and continued practice in listening and speaking formal Arabic.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** MIST 122  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MIST 202 - Intermediate Arabic II**

Continues the presentation of fundamentals of Arabic grammar and the development of proficiency in reading, writing, and spoken communications skills and oral comprehension, including extensive cultural material. Students should be able to receive instructions in Arabic. Provides additional extensive training in formal spoken Arabic, with significant consideration to classical Arabic, as well as the deviations of certain Arabic dialects. Students concentrate on extensive reading and writing as well as correct prose. Students encompass interdialectal features as well as the variations of modern standard Arabic; and complete and emphasize the functional as well as the situational aspects of the Arabic language. Students are expected to write brief essays in Arabic and continue to engage in structured and semi-structured writing and speaking activities, as well as content-based language activities built around regional topics.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** MIST 201 or equivalent  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MIST 210 - An Introduction to Arabic Literature in Translation**

This survey of Arabic literature in translation is designed to introduce students to the wealth and richness of literary history and art of expression of the Arabs. Modern Arabic literature embodies the emotion, aspiration, and universal humanism of the millions of Arabic-speaking people. This literary production is deeply rooted in a tradition of eloquence and manifested in diverse forms in poetry and prose over the past 1900 years. The course traces Arabic literature and its diverse forms in two distinctive approaches. The first is historical, starting with the pre-Islamic period (6th century CE) through the 18th century CE. The second approach is thematic, introducing students to a range of literary genres such as novels, short stories, modern poetry, and drama. A selection of major works in English translation and representative of the various genres provides the foundation for readings and discussions. The list is carefully selected to expose students to different literary genres as well as the diversity of Arabic-speaking populations and geographical regions.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MIST 214 - Introduction to the Qur'an**

Introduction to the various ways in which the Qur'an has been received in history and continues to be received today. Students examine the theological, legal, literary, historical, mystical, and modern approaches to the Qur'an in an attempt to understand holistically various methods of exegesis and their ramifications. The class engages in the debates that have historically surrounded the Qur'an and explore methods of interpretation both classical and modern, especially those of fundamentalists, reformists, and feminists.

**Credits:** 1.00  
**Crosslisted:** RELG 214  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MIST 215 - Comparative Politics: Middle East**

An introduction to Middle Eastern politics, including historical foundations of the modern Middle East, competing strategies of state building, the Arab-Israeli conflict, the Gulf War, the rise of political Islam, and American policy toward the region.

**Credits:** 1.00  
**Crosslisted:** POSC 215  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **MIST 216 - Life of Muhammad**

A historical study of the life of Muhammad, from his birth in 570 CE to his death in 632 CE. The course includes (1) an in-depth introduction to the genres of hadith and sira literature, as well as the major works in those genres, the history of their compilation, and an evaluation of various authors and their works, from the perspectives of both Islamic and Western scholarship; (2) a biographical study of the life of Muhammad and his position in Muslim thought as the ideal exemplar; and (3) an examination of the lives of the women around Muhammad.

**Credits:** 1.00  
**Crosslisted:** RELG 216

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MIST 251 - Living Egypt (Extended Study)**

This extended study course concentrates on giving students a sense of the many layers and elements that make up living Egypt, the land and its people today. This requires a sense of both history and language, as well as a wide-ranging (if eclectic) understanding of the lived experience of the people. Thus, the class studies cultural aspects such as food and music, as well as historical and political issues. The course includes a three-week trip to Egypt, which exposes students to the actual environment in which all of these aspects come together. Please note that ancient Egypt is discussed only in the context of its effect on Egyptians today; this is not an appropriate course for students who expect to learn a lot about archaeology and Egyptology.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** MIST 121 or MIST 122 or 201 (may be taken concurrently)  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **MIST 252 - Muslim Societies in Transition**

How has mass education of women promoted Islamic revival from Niger to Indonesia? How have new media challenged Muslim authorities in Saudi Arabia? How do Chinese Muslims endure communism? This course compares Muslim-majority societies across the contemporary Islamic world with an emphasis on the distinct and shifting social institutions and practices that bind them. Major topics include changing social institutions under modern imperialism and emergent capitalism, the rise of nation-states and national identities, and the current Islamic revival. The course also addresses contemporary social changes in religious authority and hierarchy, gender and sexuality, religious and ethnic minorities, and technologies and new media.

**Credits:** 1.00  
**Crosslisted:** ANTH 252  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **MIST 253 - Aspects of Contemporary Arab Societies: Morocco (Extended Study)**

This extended study course aims at introducing students to the dynamics and development of a contemporary Arab society through engaging critically with academic sources on campus and an on-site living experience. It provides students a sense of the many layers and elements of selected aspects of Moroccan society on both theoretical and practical levels. It includes a three-week extended study in Morocco, which is designed to give the students a unique opportunity to reflect on the society utilizing the

program's language study, homestay experience, cross-cultural orientation, lectures, and excursions. Students learn how to apply the practical knowledge, the skills, and the daily experience they gain during their visit, to have a better understanding of the country from the locals' standpoints while simultaneously comparing and relating it to their own Colgate academic perspectives and personal perspectives as citizens of the world. Students must complete both the on-campus component and the extended study component of the course in order to earn credit for the course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MIST 122 or higher. MIST 122 may be taken concurrently.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **MIST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **MIST 295 - Intermediate-Level Arabic Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MIST 301 - Advanced Arabic I**

The first part of a year-long advanced Arabic sequence that aims to move students from the intermediate level towards the advanced level of proficiency as defined by the standards set by the American Council of Teachers of Foreign Languages (ACTFL). Designed to enable students to refine and expand their knowledge of Arabic grammar and sentence structures via intensive daily instruction that includes practice of all the four language skills: listening, speaking, reading, and writing. Cultural awareness is also integral to the Advanced Arabic course and is introduced through readings, lectures, and activities, and further reinforced through an assigned cultural project. Conducted in Arabic and most of the materials are authentic.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MIST 202  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MIST 302 - Advanced Arabic II**

Second part of a year-long advanced Arabic sequence that aims to move students from the intermediate level towards the advanced level of proficiency as defined by the standards set by the American Council of Teachers of Foreign Languages (ACTFL). Designed to enable students to refine and expand their knowledge of Arabic grammar and sentence structures via intensive daily instruction that includes practice of all the four language skills: listening, speaking, reading, and writing. Cultural awareness is also integral to the Advanced Arabic course and is introduced through readings, lectures, and activities, and further reinforced through an assigned cultural project. Conducted in Arabic and most of the materials are authentic.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** MIST 301  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MIST 304 - Islam and Politics**

Studies the impact of the Islamic resurgence on international and intra-national politics. The course begins with an introduction to the Islamic faith. Students explore the origins of the Islamic resurgence, the ideas of influential Islamic political thinkers, and Islamic movements in comparative perspective (Iran, Egypt, Indonesia, the United States, and France). The class concludes by examining two issues of great contemporary importance: the impact of Islam on democracy and the future relationship between the Islamic world and the West.

**Credits:** 1.00  
**Crosslisted:** POSC 304  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **MIST 305 - Geopolitics of the Middle East**

Focuses on episodes in modern history when events in the Middle East have had geopolitical consequences. Students examine how things happening "over there" have repercussions (or generate concerns about repercussions) in the international system of states as a whole. In order to pay close attention to the systemic effects of events in the Middle East, case studies privilege the moments in between major wars that shook the region. Of necessity, the course focuses extensively on the period known as "The Cold War." Analyses are organized around the careers of three fluids: oil, water, and blood. The first two are quite "dear" in the Middle East and have organized entire political economies. The evidence would suggest that the third has not been considered as precious, particularly by the great powers and would-be hegemon

of the modern era.

**Credits:** 1.00

**Crosslisted:** GEOG 305

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **MIST 310 - Islamic Jurisprudence**

Addresses Islamic jurisprudence from the historical background of Islamic law, known as Shari'ah, namely the five Sunni and Shiite Schools of Law, the concept of "Ijtihad," and Islamic criminal law. Students also study the relationship between Islamic and other systems of jurisprudence. Consideration of Muslim theology offers an important context for understanding Islamic law.

**Credits:** 1.00

**Crosslisted:** RELG 310

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MIST 337 - Islamic Mysticism**

Seeks to engage the mystical interpretations of Islam (Sufism) as simultaneously one of the most important historical manifestations of the Islamic experience and one of the most pertinent ones for understanding Islam in the contemporary situation. Themes explored in this class include the tradition of love mysticism embodied by Rumi, the metaphysical formulations of Ibn al-Arabi, the formation of Sufi orders, the various meditative techniques, and Sufi poetry. The class also explores the controversies surrounding Sufism in the contemporary scene, ranging from attacks on Sufism from Muslim fundamentalists to the role of Sufism in the spread of Islam in Europe and North America.

**Credits:** 1.00

**Crosslisted:** RELG 337

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MIST 351 - The Israel/Palestine Conflict**

Focuses on the longstanding struggle between Israelis and Palestinians, as well as on the history of the way the conflict has been defined (e.g., an Arab-Israeli conflict, a religious war between Jews and Muslims, etc.). The course profiles episodes in the history of the conflict--and of the efforts to resolve it--in light of contemporary developments across the globe. The war of 1948 is analyzed in light of decolonization

struggles following WWII, just as the "Six-Day War" of 1967 is studied in light of Cold War politics. In addition to focusing on flashpoints in the history of the conflict, the course also examines international agendas for ending it. Repeated US efforts to broker a peace are analyzed in light of geopolitical developments elsewhere. Students will become well-versed in the historical and social developments of the conflict and study the various treaties, armistice agreements, and memoranda that have guided efforts to bring it to a conclusion. They also study outstanding issues in the contest between Israel and the Palestinian Authority, as well as current peace and armistice proposals.

**Credits:** 1.00

**Crosslisted:** PCON 351

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **MIST 363 - International Relations of the Middle East**

Focuses on the process of foreign policy formation in Middle Eastern countries from the point of view of these nations themselves. Topics studied include the Arab-Israeli conflict, the political economy of the region, state formation and development, democratization, political Islam, and U.S. policy toward the Middle East.

**Credits:** 1.00

**Crosslisted:** POSC 363

**Corequisite:** None

**Prerequisites:** POSC 215 or MIST 215 or HIST 105 or ANTH 252 or MIST 252 or GEOG 305 or MIST 305

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Some prior study of the Middle East is strongly recommended.

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **MIST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **MIST 395 - Advanced-Level Arabic Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.



**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MIST 401 - Topics in Arabic Language and Culture I**

MIST 401 and MIST 402 comprise a year-long course sequence aimed at moving students from the Advanced-Low level of proficiency towards the Superior one. Six themes (three in each semester) are selected to represent a wide range of topics that are highly discussed among Arabs and non-Arabs in today's world. These themes enable students to further develop their abilities to extract essential information and identify linguistic nuances in the four skills (listening, speaking, reading, and writing) as well as further deepen their understanding of Arab cultures. The courses are designed in accordance with the latest pedagogical philosophy and in light of the national standard guidelines and best practices in teaching Arabic a foreign language. The only language allowed in class is Arabic.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MIST 302

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **MIST 402 - Topics in Arabic Language and Culture II**

MIST 401 and MIST 402 comprise a year-long course sequence aimed at moving students from the Advanced-Low level of proficiency towards the Superior one. Six themes (three in each semester) are selected to represent a wide range of topics that are highly discussed among Arabs and non-Arabs in today's world. These themes enable students to further develop their abilities to extract essential information and identify linguistic nuances in the four skills (listening, speaking, reading, and writing) as well as further deepen their understanding of Arab cultures. The courses are designed in accordance with the latest pedagogical philosophy and in light of the national standard guidelines and best practices in teaching Arabic a foreign language. The only language allowed in class is Arabic.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MIST 401

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **MIST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **MUSI 101 - The Beatles**

In the sixties, the Beatles revolutionized popular music. This course is an in-depth study of the music of the Beatles with a focus on songwriting. The goals are to learn how to analyze their songs, to gain insights into their music and lyrics, to understand why they were so successful and to think critically about music. Issues of the significance of rock on the culture and history of the sixties are also discussed.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MUSI 103 - Basic Music and Songwriting (TH)**

Introduces students to the fundamental elements of music theory through performance, songwriting, and analysis. While focusing primarily on Western art music ("classical music"), popular song, and jazz, these broad categories represent the roots of many specific genres. Consequently, the practical techniques learned can be applied to many styles. In addition to written and aural assessments, students will perform keyboard hearings and compose several short pieces, culminating in the composition of an original song. (TH)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** Students who have taken private lessons or have high school music performance experience should take MUSI 203.  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MUSI 111 - The History of Rock (H&A)**

Rock is a dominant force, a phenomenon. It began as the language of youth and grew to its present centrality. This music course examines innovative songs and artists, primarily from the '50s through the '70s, the era of classic rock. The goals of the course are to broaden students' knowledge of rock history for this period, to gain insights into the music and lyrics, to learn how to listen and analyze music, and to think critically. Since rock reflected 20th-century society, broad issues of culture, art, and history are also discussed. (H&A)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MUSI 141 - Traditions of Catholic Music (H&A)**

A survey of liturgical and paraliturgical music of the Roman Catholic tradition from c. 800 A.D. to present times, considered from purely musical but also liturgical and theological perspectives. Students learn to distinguish by ear plainchant, classic polyphony, operatic-symphonic, and popular idioms (including some of non-western cultures) as well as the history of each. The course also covers the principal liturgies of the Roman rite and some of the more important 20th-century legislation regarding liturgical music. This is an 8-week course. (H&A)

**Credits:** 0.25  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **MUSI 151 - The Musical Experience (H&A)**

This introductory course is designed to acquaint the listener with some of the masterpieces of Western classical music from the Renaissance to the present and to develop an awareness of the role of musical elements, such as melody and orchestration, in the works studied. While it is not expected that students have played an instrument or read music, the course does attempt to develop some skills in score reading and notation. (H&A)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Restrictions:** May not be taken after a 200-level course has been completed.  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MUSI 161 - The History of Jazz (H&A)**

A study of American jazz from 1920 to the present, through readings, intensive study of recordings, and class lectures. Several topics are studied in depth: listening skills, the quality of swing, group interaction, the development of solo improvisation, the blues, and the evolution of jazz performance practice. Important composers, bands, and soloists are highlighted, including Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, and the Miles Davis groups. (H&A)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 203 - Harmony I (TH)**

An introduction to the harmonic language of Bach, Beethoven and the Beatles. Students learn to make basic chords and coordinate them with melodies to create sensible progressions in all keys. The course includes ear-training skills. (TH)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Students considering a major or minor in music should take this course as soon as possible.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 204 - Harmony II (TH)**

A continuation of Harmony I. The first part of the course is an intensive review of harmonic principles that develops greater fluency with them. The second part covers chromatic harmony and completes the chord grammar begun in Harmony I. The third part applies all the harmonic principles in an extensive analysis of a major composition such as a Beethoven symphony. Laboratory time devoted to ear training is required as in Harmony I. (TH)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MUSI 203

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 205 - Popular Songwriting Workshop**

A study of the compositional techniques employed in popular songwriting with the goal of writing three fully formed original works that combine music and lyrics. The course will cover pop introductions, endings, standard popular chord progressions, melodic construction, forms & structure, and lyric writing. In addition to various composition assignments, activities include analysis of classic and contemporary pop songs by Ed Sheeran, John Legend, The Beatles, Stevie Wonder and others. Students must be able to read and write music as well as possess knowledge of basic chord structures and major and minor scales. The mid-term and final projects will be performed and recorded at a basic demo level. (TH)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MUSI 103

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 208 - Jazz Theory and Improvisation (PF)**

Offers the study of basic jazz theory and its application in jazz improvisation. Topics include chord/scale relationships, musical line construction and development, jazz as a language, tension and release techniques, analysis of transcribed solos recorded by jazz masters, ear training, and jazz phrasing. Students play in class and practice outside of the classroom with pre-recorded rhythm section tracks. Theoretical material and several jazz compositions are memorized with students learning to play this material from memory on their instruments. Exams include written and performance segments. It is expected that enrolling students can read music and have played their instrument for at least three years. Open to wind, string, and keyboard musicians. (PF)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Previous completion of MUSI 203 is recommended.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 215 - Music History I: Medieval through Baroque Periods (H&A)**

A survey of music history from Gregorian chant to Bach and Vivaldi. Music is studied both by itself and within its contemporary social context. Major genres, styles, and techniques of musical composition are discussed in both analytical and historical perspectives, through the study of representative works. (H&A)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 216 - Music History II: Classic through Modern Periods (H&A)**

A survey of music history from the era of Mozart and Beethoven to the present. Major genres, styles, and techniques of musical composition are discussed in both analytical and historical perspectives, and alongside contemporary social, political, and artistic trends. (H&A)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 217 - Chamber Music I (PF)**

The Colgate Chamber Players (strings, pianists, winds) explore and perform a diverse chamber music repertoire in 4-5 yearly concerts, both on and off campus. A bi-yearly concert tour features series concerts, outreach activities and repertoire research. Unless separated by off-campus study, two consecutive terms are required for a student to receive a single credit. (PF)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Audition required

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 220 - Digital Music Studio (TH)**

A workshop class that provides an introduction to the modern digital studio. Students learn mixing and signal processing techniques in a Digital Audio Workstation (DAW), analog and digital synthesis, and the mastering process to develop skills in writing, recording, and editing digital music to meet current industry standards. In addition to creating original tracks, students are assessed on studio terminology and their ability to identify common audio routing techniques in the work of other musicians, producers, and engineers. (TH)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 221 - World Music (H&A)**

A study of music as a cultural phenomenon. The course examines how music relates to many aspects of life, identifies social classes, embodies political issues, shapes ceremonial practices and creates cultural identity. Students attend extra musical events during the term and complete listening assignments. No musical experience is necessary. (H&A)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 230 - University Orchestra I (PF)**

The 68-member student and professional orchestra offers four major concerts on the music department concert series every year. With the same wide-ranging repertoire of any major urban professional orchestra students learn about the works technically, stylistically, and historically. To earn credit, a student must take two consecutive terms. (PF)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Restrictions:** Audition required  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MUSI 232 - Colgate Concert Jazz Ensemble I (PF)**

The ensemble introduces basic elements of jazz improvisation (blues) and includes interaction with nationally and internationally recognized guest artists. Students perform works by the top contemporary jazz writers as well as classic charts from the standard big band repertoire including Bob Mintzer, Thad Jones, Shelly Berg, Bill Holman, Sammy Nestico, Count Basie and Duke Ellington. Participation in two consecutive terms is required in order to receive a single credit. (PF)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Restrictions:** Audition required  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MUSI 234 - University Chorus I (PF)**

A performance course in choral music. The University Chorus rehearses and performs the choral masterworks, often with an accompanying guest orchestra. Unless separated by off-campus study, two consecutive terms are required in order to receive a single credit. (PF)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Restrictions:** Audition required  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MUSI 236 - Private Instruction I (PF)**

Private study in voice or musical instruments is offered to advanced students. The course consists of one-hour lessons each week during the term and may include a public performance. (PF)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** Student must have been studying at Colgate with their studio instructor for at least two semesters before applying to take lessons for credit. Proposal required.  
**Major/Minor Restrictions:** None  
**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 238 - Music Concert Tour (Extended Study)**

One of the most challenging and rewarding aspects of studying and performing music is understanding the historical and cultural context, particularly that of music composed several hundred years ago. This extended study offers an opportunity to gain deeper understanding of the historical and cultural context of the course subject material primarily through rehearsals and performances in the region(s) where the composers lived and worked. Students become deeply and intimately engaged in the course subject material by performing it numerous times and continually refining their work for varied performance venues. Additionally, students participate in lectures and visits to historical/cultural sites to further connect the music being performed to the region of origin. Varying topics & destinations. All students must participate in the ensemble throughout the semester immediately preceding the extended study.

**Credits:** 0.25

**Corequisite:** None

**Prerequisites:** Participation in ensemble for the two semesters immediately preceding the extended study, unless separated by off-campus study

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 245 - Composition (TH)**

Students will learn to compose for acoustic instruments. Through a survey of 20th-century repertoire ranging from Stravinsky to Leonard Bernstein to John Williams and beyond, students will discover what makes a melody memorable, the expressive power that can be drawn from harmony, and essential post-tonal idioms that have resonated with audiences in the concert hall and the cinema. Over the course of the semester, students will explore these techniques by composing several short pieces before composing a complete work for chamber ensemble. These pieces are then performed in a public concert at the end of the semester. (TH)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MUSI 103 or MUSI 203

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None



**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 301 - Criticizing Music (TH)**

Can music be evaluated (criticized) rationally and objectively? After a review of traditional harmonic theory, the course covers critical theories of the 20th century, which students then apply to compositions of Western masters ranging from Bach to Brahms in order to test their claims. The course concludes with students' own critical evaluations of an important composition. (TH)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MUSI 204

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 302 - Composition in Historical Styles (TH)**

In this course, students study music history by trying to imitate the composers that made the history. During the term, students complete a Renaissance motet, a fugue in the style of Bach, a sonata movement in the style of Mozart, and a prelude in the style of Chopin. (TH)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** MUSI 204

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 311 - The Arts in Venice during the Golden Age (Venice Study Group) (H&A)**

The republic of Venice offers a special opportunity to study the interaction of the various fine arts that flowered simultaneously at the peak of one of Europe's greatest cultural centers. The course examines artistic achievements of the Renaissance and early Baroque ages (ca. 1400-1700), chiefly in architecture and music. Students make frequent excursions to exemplary churches and palazzi, may attend local concerts, and learn to sing some Italian Renaissance music. Major credit requires permission of the department. (H&A)

**Credits:** 1.00

**Crosslisted:** ARTS 311

**When Offered:** Venice Study Group

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 313 - The Italian Opera Tradition (Study Group) (H&A)**

After an introduction to the principles of music drama, this course concentrates on operas representative of all important periods of the Italian tradition. The composers include Monteverdi, Mozart, and Verdi. The remaining operas studied are determined according to what is offered in the opera houses in and around Venice during a particular season. (H&A)

**Credits:** 1.00

**When Offered:** Venice Study Group

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 317 - Chamber Music II (PF)**

The Colgate Chamber Players (strings, pianists, winds) explore and perform a diverse and rich chamber music repertoire in 4-5 yearly concerts, both on and off campus. A bi-yearly concert tour features series concerts, outreach activities and repertoire research. Unless separated by off-campus study, two consecutive terms are required for a student to receive a single credit. (PF)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Audition required

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 330 - University Orchestra II (PF)**

The 68-member student and professional orchestra offers four major concerts on the music department concert series every year. With the same wide-ranging repertoire of any major urban professional orchestra students learn about the works technically, stylistically, and historically. To earn credit, a student must take two consecutive terms. (PF)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Audition required

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 332 - Colgate Concert Jazz Ensemble II (PF)**

The ensemble introduces basic elements of jazz improvisation (blues) and includes interaction with nationally and internationally recognized guest artists. Students perform works by the top contemporary jazz writers as well as classic charts from the standard big band repertoire including Bob Mintzer, Thad Jones, Shelly Berg, Bill Holman, Sammy Nestico, Count Basie and Duke Ellington. Participation in two consecutive terms is required in order to receive a single credit. (PF)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Audition required

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 334 - University Chorus II (PF)**

A performance course in choral music. The University Chorus rehearses and performs the choral masterworks, often with an accompanying guest orchestra. The Chamber Singers, an advanced 18-voice chamber choir, is selected from the University Chorus membership and focuses on the rehearsal and performance of a cappella repertoire. Unless separated by off-campus study, two consecutive terms are required in order to receive a single credit. (PF)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Audition required

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 336 - Private Instruction II (PF)**

Private study in voice or musical instruments is offered to advanced students. The course consists of one-hour lessons each week during the term and may include a public performance. (PF)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Student must have been studying at Colgate with their studio instructor for at least two semesters before applying to take lessons for credit. Proposal required.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **MUSI 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MUSI 470 - Senior Seminar**

Offered as an independent study, this course is required for honors or high honors in music. Taken in the senior year, study may be in whatever the student and faculty adviser regard as the student's major musical strength.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **MUSI 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **NAST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **NAST 300 - Continuity in Pueblo Communities**

Focusing on the words from people within the 19 Pueblos of New Mexico, this course introduces students to the Pueblo worldview. Students listen to a variety of voices--poets, storytellers, educators, artists--as they

seek to understand interdependence, complementarity, and the vital interconnections across past and present that are held within specific places. As preparation for the Santa Fe study group, this course also enables students to prepare for their service learning work in the pueblos or at the Santa Fe Indian School.

**Credits:** 0.25

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NAST 301 - Native American Women**

Focuses on women's leadership, historically as well as currently, in American Indian nations. Indigenous women have been at the forefront of language revitalization programs, elder care, environmental justice movements, and native health and wellness initiatives. Each time the course is taught, it may take up a different facet of women's leadership. Through readings, guest lectures, and informal conversations with women from different Native communities, students engage the many-layered complexities at work in the long histories of colonialism.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NAST 302 - Contemporary Issues in the Native American Southwest (Study Group)**

Focuses on various issues facing Native American communities of the Southwest today, in particular the Pueblo, Navajo, and Apache peoples. Areas explored in the course include cultural expression, sovereignty, land claims, environmental protection, education, healthcare systems, religious rights, and economic development, among others.

**Credits:** 1.00

**When Offered:** Santa Fe Study Group

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NAST 302L - Contemporary Issues in the Native American Southwest: Community-Based Learning (Study Group)**

Taught in conjunction with NAST 302 on the Santa Fe Study Group, students participate in service learning programs in Cochiti or Tesuque Pueblo or at the Santa Fe Indian School. The Study Group Director

arranges service placement in consideration of student interest and Pueblo needs and desires for assistance. Service learning opportunities have included projects in sustainable farming, land and animal management, law, health and wellness, elder care, and education from preschool through high school. Students work two days per week in the selected program and meet as a bi-weekly seminar and individually with the instructor to discuss their work in the pueblos.

**Credits:** 0.50

**When Offered:** Santa Fe Study Group

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NAST 303 - Service Learning in the Native American Southwest (Study Group)**

Taught on the Santa Fe Study Group as an alternative to 302/302L. Students participate in service projects in Cochiti or Tesuque Pueblo or at the Santa Fe Indian School according to their own interests and Pueblo needs and desires for assistance. Community learning opportunities have included projects in sustainable farming, land and animal management, law, health and wellness, elder care, and education from preschool through high school. Students work two days per week in the selected program and meet as a bi-weekly seminar and individually with the instructor to discuss their work in the pueblos.

**Credits:** 1.00

**When Offered:** Santa Fe Study Group

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NAST 304 - Contemporary Issues in Native American Studies**

Focuses on various issues facing Native American communities today. Areas explored include cultural identity, sovereignty, land claims, environmental protection, education, healthcare systems, religious rights, commercialization of sacred imagery, and economic development, among others. Students may explore these issues with a particular regional focus, or consider how Native American artists or activists address them.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NAST 313 - Southwest Native Arts and Culture**

This course is concerned with the ongoing, and longstanding, debates concerning native art in the American southwest. What "authenticates" "Indian art" and why does it "need" such authentication? How do the older divisions separating "craft" and "art" intersect with the current issues facing individuals whose life work is now linked to the marketing of the arts? Where do definitions of "traditional" and "contemporary" compete with each other, and where do they prove complementary? Over the semester, students consider a wide range of media: traditional pottery, contemporary clay sculpture, metalsmithing, drum making, weaving, dance, music, painting, and theater.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NAST 320 - Native Peoples and Modern Law**

Explores the role of native peoples in the creation and ongoing development of modern law. It begins with an investigation of the use of native peoples as a representation of human savagery within early modern European political thought — a representation that allowed political theorists to depict law as a solution to such savagery. More recently, and more positively, it explores the important role that indigenous peoples have played in the propagation of religious free exercise rights and international human rights law. Focusing particularly on the legal negotiation of Native religious practices in the US, this course encourages students to think critically about some of the most basic tenets and mechanisms of modern secular law.

**Credits:** 1.00

**Crosslisted:** RELG 320

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **NAST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NAST 490 - Honors in Native American Studies**

Students pursuing honors in Native American Studies enroll in this course.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **NAST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **NASC 100 - Essential Mathematics**

A mathematics course that serves as preparation for quantitative courses across the university. The course covers topics such as rates, algebra, logarithms, trigonometry, graphing, and estimation. A placement test is required.

**Credits:** 0.50  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Restrictions:** Not open to students who have received Advanced Placement Calculus credit or have completed MATH 105 or higher. Juniors and seniors require permission from the Natural Sciences and Mathematics Division Director, as well as co-registration in an analytical/quantitative course.  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **NASC 110 - Singapore, Science, and the Life Aquatic (Study Group)**

This fractional credit course serves as the foundational experience for the Singapore Study Group. The course introduces students to the rich culture and history of Singapore, provides discussions about the unique geographic setting, and examines the role of science, technology and engineering in the growth and future of Singapore. This course will be taught primarily in the three weeks leading up to the beginning of the term at the National University of Singapore (NUS) with reflection on the themes continuing throughout the study group, and concluding during reading week at NUS.

**Credits:** 0.50  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None



**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NASC 150 - Math and Music**

Students take an analytical look at the music system we know. For example, how exactly is a middle-C note defined? Why does a C-note sound different on a piano and a guitar? Why are there 12 notes in an octave, and what is the spacing between the notes? What happens if we change this space? Students investigate and answer these and many more questions. They also explore some mathematical rubrics for creating music.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NASC 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NASC 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **NASC 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

## **NEUR 170 - Introduction to Neuroscience**

In this introduction to the neuroscience major, relationships between brain and behavior are examined at a variety of levels, including neurochemical, neurophysiological, physiological, and cognitive functioning. This course does not normally count towards the psychological science major.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Restrictions:** Not open to students who have taken PSYC 275.  
**Recommended:** AP Chemistry or Biology, CHEM 101/CHEM 111, BIOL 101, or BIOL 182 is strongly recommended. Prospective neuroscience majors should complete this course by the end of the sophomore year.  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** Crosslisted with PSYC 170

## **NEUR 201 - Topics in Neuroscience: Strategies & Discoveries in Systems Neuroscience**

This intermediate-level course approaches the study of neuroscience through a critical analysis and interpretation of primary literature, experimental design and execution, general quantitative analysis, and effective communication of ideas (both written and oral formats). This course offers a unique opportunity for students to understand a variety of concepts and challenges within systems neuroscience through the lens of the scientific process.

**Credits:** 1.00  
**Prerequisites:** NEUR 170  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **NEUR 202 - Topics in Neuroscience: Strategies & Discoveries in Cellular and Molecular Neuroscience**

This intermediate-level course approaches the study of neuroscience through a critical analysis and interpretation of primary literature, experimental design and execution, general quantitative analysis, and effective communication of ideas (both written and oral formats). This course offers a unique opportunity for students to understand a variety of concepts and challenges within cellular & molecular neuroscience through the lens of the scientific process.

**Credits:** 1.00

**Prerequisites:** NEUR 170 and BIOL 182

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NEUR 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NEUR 353 - Visual Perception and Cognition**

Focuses on the visual sensory and cognitive processes that enable humans to elaborate a mental model of the physical world. The course examines the ways humans internally represent external objects and how events in turn influence their perceptions. Readings focus on the behavioral and neurophysiological aspects of low-level vision and face recognition, visual awareness and attention, and mental imagery.

**Credits:** 1.00

**Crosslisted:** PSYC 353

**Corequisite:** None

**Prerequisites:** PSYC 170 or NEUR 170 or PSYC 250 or PSYC 251 or PSYC 275

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** PSYC 200 is recommended.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NEUR 355 - Language and Thought**

Language is a distinctive human ability that distances humans from the rest of the animal kingdom - including chimpanzees, with whom people share 98 percent of the same genetic inheritance. Although language is considered as primarily serving communication in its advanced form, it is also an important vehicle for thought, with the potential to extend, refine, and direct thinking. The interaction of language with other cognitive abilities is the central focus of the course. Students compare the communication systems of other species with human language, examine efforts to teach human language to apes, learn how psycholinguists conceptualize and investigate language-mind relationships, and inquire into the cognitive abilities of various types of language users, such as bilinguals and deaf and hearing signers. Attention also is given to evolutionary changes in the neural structures implicated in human language and to neural processes constraining the developmental course of language acquisition.

**Credits:** 1.00

**Crosslisted:** PSYC 355

**Corequisite:** None

**Prerequisites:** PSYC 170 or NEUR 170 or PSYC 250 or PSYC 251 or PSYC 275

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NEUR 373 - Brain, Physiology, and Behavior**

What is the relationship among brain, physiology, and behavior in humans and animals? What can we learn about the relationship of brain and behavior that can be useful for understanding and treating psychological and behavioral disorders in humans? This course examines a wide variety of research strategies used in the contemporary study of brain, physiology, and behavior.

**Credits:** 1.00

**Crosslisted:** PSYC 373

**Corequisite:** None

**Prerequisites:** PSYC 170 or NEUR 170 or PSYC 275

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NEUR 375 - Cognitive Neuroscience**

Cognitive neuroscience is an interdisciplinary field - drawing from chemistry, biology, medicine, neuroscience, psychology and philosophy - that explores the relationship between the mind and the brain. The scope of this course is broad, focusing on brain mechanisms for such diverse processes as sensation and perception, attention, memory, emotion, language, and consciousness. Students read primary journal articles on case studies from the clinical literature of patients with localized brain damage and reports from the experimental and neuroimaging literature on the effects of invasive and noninvasive manipulations in normal subjects. Mind-brain relationships are considered in the context of cognitive theories, evolutionary comparisons, and human development.

**Credits:** 1.00

**Crosslisted:** PSYC 375

**Corequisite:** None

**Prerequisites:** (NEUR 170 or PSYC 170 or PSYC 275)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** PSYC 200 is recommended.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NEUR 376 - Functional Neuroanatomy and Neural Development**

The first quarter of the course focuses on mechanisms of neural development including proliferation of stem cells, migration, differentiation, and synapse formation. The latter portion of the course examines the function of neuroanatomical regions and their relationship to the variety of symptoms associated with schizophrenia. As the more overt symptoms of schizophrenia do not appear until late adolescence, knowing how and when various regions of the brain develop is essential for understanding the emergence of various neurological deficits in this disease.

**Credits:** 1.00

**Crosslisted:** PSYC 376

**Corequisite:** None

**Prerequisites:** (NEUR 170 or PSYC 170 or PSYC 275) and (BIOL 182 or BIOL 212)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NEUR 377 - Psychopharmacology**

Discussion of the effects of drugs upon psychological processes and behavior in humans. Readings in the textbook treat the mechanisms of action (physiological and neurochemical) of various classes of drugs used in therapy or "on the street." Readings in professional journals illustrate the experimental study of drug effects in humans and in animals.

**Credits:** 1.00

**Crosslisted:** PSYC 377

**Corequisite:** None

**Prerequisites:** (NEUR 170 or PSYC 170 or PSYC 275) and PSYC 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NEUR 378 - Topics in Neuroscience**

Courses in specific neuroscience topics offered by various staff members. Inquiries about the topics offered any given term should be directed to the coordinator of the Neuroscience Program.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who have either received credit for or are currently enrolled in PSYC 300NE.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **NEUR 379 - Fundamentals of Neurochemistry/Neuropharmacology**

Focuses on two diseases: relapsing-remitting multiple sclerosis and idiopathic Alzheimer's disease. The initial portion of the course examines the various methods neurochemists utilize to answer questions about these two diseases. The remainder of the course focuses on the epidemiological, neuroanatomical, cellular, biochemical, and molecular aspects of the two diseases. Multiple sclerosis is a more intercellular question examining the interaction of immune cells and the glia of the nervous system whereas Alzheimer's disease tends to focus more on intracellular mechanisms leading to the synthesis of beta-amyloid and the formation of neurofibrillary tangles, the two hallmarks of this disease.

**Credits:** 1.00

**Crosslisted:** PSYC 379  
**Corequisite:** NEUR 379L  
**Prerequisites:** (PSYC 170 or PSYC 275 or NEUR 170) and (BIOL 182 or BIOL 212) and CHEM 263  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **NEUR 379L - Fundamentals of Neurochemistry/Neuropharmacology Lab**

Required corequisite to NEUR 379.

**Credits:** 0.00  
**Corequisite:** NEUR 379  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **NEUR 381 - Behavioral Genetics**

An introduction which demonstrates that nature and nurture both play a fundamental role in the development of behavioral traits; and how genes interact with environment to shape the development of various behavioral traits. The course will use an interdisciplinary approach that integrates the studies in genetics, neuroscience, and behavior; with a comparative approach to explore human and other animal models; and cover the traditional behavioral genetic methodologies as well as modern molecular genetic techniques.

**Credits:** 1.00  
**Crosslisted:** PSYC 381  
**Corequisite:** None  
**Prerequisites:** NEUR 170 or PSYC 170  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **NEUR 384 - Fundamentals of Neurophysiology**

This seminar and laboratory course examines the physiology of the nervous system. Topics include ion channel structure and function, synaptic transmission, second messenger systems, neuromodulation, the neurophysiological basis of behavior in "simple" animals, the evolution of neural circuits, the cellular basis of learning and memory, and the cellular basis of selected human nervous system diseases.

**Credits:** 1.00  
**Crosslisted:** BIOL 384 & PSYC 384  
**Corequisite:** None  
**Prerequisites:** NEUR 170 or PSYC 170 or PSYC 275 or BIOL 182 or BIOL 212  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

## **NEUR 385 - Neuroethology**

Neuroethology is a sub-field of neuroscience focused on the study of the neural basis of natural behavior. Many types of behavior and a wide array of animals are studied, and the approach is often comparative and evolutionary. Students delve into the neuroethological literature, examining the neural basis of animal communication, navigation, movement, sensory processing, feeding, aggression, and learning.

**Credits:** 1.00

**Crosslisted:** BIOL 385 & PSYC 385

**Corequisite:** NEUR 385L

**Prerequisites:** NEUR 170 or PSYC 170 or PSYC 275 or BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** PSYC 309 or BIOL 320 (formerly BIOL 220) is recommended.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **NEUR 385L - Neuroethology Lab**

Required corequisite to NEUR 385. Laboratory exercises teach methods of behavioral analysis and electrophysiological recording techniques.

**Credits:** 0.25

**Corequisite:** NEUR 385

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **NEUR 389 - Molecular Neurobiology**

Examines the cell biology behind the functioning of the nervous system. Students explore how cells make fate decisions during neural development, how neurons elaborate the complex structures they take on, how they form and refine specific connections, and how these together allow the precise transmissions of complex signals. Students also examine the molecular pathways by which sensory systems transduce physical stimuli into electrochemical signals and integrate that information into the nervous system.

**Credits:** 1.00

**Crosslisted:** BIOL 389

**Corequisite:** None

**Prerequisites:** BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **NEUR 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **NEUR 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **NEUR 498 - Senior Thesis**

Neuroscience majors plan and carry out one-term experimental research projects under the guidance of faculty members in the neuroscience program; such students enroll in NEUR 498 in either the fall or spring. For students who wish to be considered for honors, two-term thesis projects are required; such students enroll in NEUR 498 in the fall and NEUR 499 in the spring. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking NEUR 498 in the fall and NEUR 499 in the spring. With permission, PSYC 450, when appropriate, may be substituted for 498.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** Only Neuroscience Majors and Minors  
**Class Restriction:** Only Senior  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **NEUR 499 - Senior Thesis**

Neuroscience majors plan and carry out one-term experimental research projects under the guidance of faculty members in the neuroscience program; such students enroll in NEUR 498 in either the fall or spring. For students who wish to be considered for honors, two-term thesis projects are required; such students enroll in NEUR 498 in the fall and NEUR 499 in the spring. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking NEUR 498 in the fall and NEUR 499 in the spring. With permission, PSYC 450, when appropriate, may be substituted for NEUR 498.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** Only Neuroscience Majors



**Class Restriction:** Only Senior  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PCON 111 - Introduction to Peace and Conflict Studies**

Provides an introduction to the interdisciplinary study of peace and conflict, as well as to the peace and conflict studies major. Focuses on attempts to study and explain the evolution of warfare and the dynamics of peace from the early Modern period to today's most imminent and controversial security issues. Students explore the relationships between global and historical patterns of mass violence, the theoretical paradigms that attempt to account for these patterns, and the various disciplinary and methodological approaches used to explore war and peace at all levels of analysis.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **PCON 218 - Practices of Peace and Conflict: War in Lived Experience**

Introduces students to a range of approaches and problems in the descriptive analysis of peace and conflict. Students juxtapose core theoretical texts on war and violence from the social and human sciences with detailed ethnographic case studies. Practices of contemporary conflict are paired with the interpretive paradigms whose aim is to understand and resolve them. For example, case studies in terror are paired with the field of trauma studies; specific regional conflicts with theories of global networks; and contemporary mass violence with analysis of genocide perpetration. In the process, introduces students to important methodological paradigms from the social sciences, chiefly from anthropology, sociology, and geography, as well as humanities-based approaches from comparative religion, literature, and language studies.

**Credits:** 1.00  
**Crosslisted:** ANTH 218  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **PCON 225 - Theories of Peace and Conflict: War, State, and Society**

Examines problems of institutional systems and the articulation of power. Students are introduced to critical evaluation of the major theoretical approaches to the study of power and politics. Students consider rationalist, functionalist, and interpretive approaches in the social sciences, as they relate to questions of peace and conflict. Students examine the specific operative theories that have emerged out of these intellectual traditions - theories of state formation, security, international norms, and transnational networks - as they have been incorporated into and further developed in the study of peace and conflict. Students test major theories on case studies linked to major world events. For example, deterrence theory is examined in light of the end of the Cold War.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **PCON 240 - Waging Nonviolence: Theory, Practice, and Critique**

When people think about the social movements behind struggles for revolutionary change or territorial independence, they often imagine armed insurrections, guerrilla armies, and terrorist organizations. Yet nonviolent movements are far more likely to achieve revolution or independence than violent movements. Nonviolent movements are also more likely to install durable and democratic governments after the conflict is over. These nonviolent victories often take place when movements abandon violence and adopt civil resistance as their leading strategy. To understand these global trends, this course investigates the dynamics of violent and nonviolent conflicts using theories of social movements. This theoretical understanding is tested using comparative case study analysis, student research projects, computer game play, and real-world simulations.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **PCON 245 - Organizing War: Military**

Governments make war but the military fights them. How modern militaries are built impacts their world – and ours. Concentrating on the US armed forces, this class explores how mission, thought, culture, and politics shape the military and its functions. Part of our challenge is to understand the relationship among these factors. This course discusses major themes in modern military studies, with a focus on military organization. It explores why militaries change and adapt – or fail to – and asks what exactly they are meant to do in the first place. Students gain literacy in major topics and controversies in military studies and major issues in current military policymaking, as well as learn practical career skills through practice creating executive summaries.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **PCON 250 - Critical Peace Studies**

Examines human conflict and attempts to understand the worldwide decline in warfare since the end of the Cold War. This examination is framed in terms of the original debate within peace studies: the minimalist or negative peace school versus the maximalist or positive peace approach. Whereas the negative peace

school focused on techniques to interrupt or preempt specific instances of mass violence (e.g., through mediation, conflict resolution, intervention, and peace-building/peace-enforcement), the positive peace school advanced a more ambitious scientific and political agenda to prevent wars from ever happening again by understanding and addressing violence in all its forms (physical, mental, structural, symbolic, etc.). Students interrogate both approaches vis-à-vis the historical and empirical record of armed conflict.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **PCON 260 - Gender in Conflict and Peace**

Aims to make a feminist sense of contemporary wars and conflicts. Students trace the gendered processes of defining citizenship, national identity and security, and examine the role of the military in the construction of femininity and masculinity. One of the most prominent social constructions of gender is that of the male provider/warrior and the female caregiver/peacemaker. The making of war depends in large part on the maintenance of this simplistic conceptualization. In addition, the inequalities and power imbalances that lead to situations of conflict, at both macro- and micro-levels, reflect and reinforce the structural and discursive inequality between men and women. The class is interdisciplinary and gives equal weight to theory and practice while drawing on writings by local and global theorist and activists.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **PCON 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **PCON 301 - International Human Rights and Advocacy**

The gap between the promise of international human rights law and its actual practice is vast. For many advocates and activists, the gap is a source of frustration as international human rights laws and norms rarely translate into basic protections at the level of the individual. This course is designed to make students aware of the contentious nature of human rights, both in theory and in practice. It is premised on the idea

that human rights are constantly claimed and developed, if not made anew, by multiple actors--whether as rights-holders, advocates, or otherwise, and that this takes place in the context of intense struggle between state and non-state actors. Students examine both the international human rights regime and the struggle for human rights, and how they interact in practice. The course takes a purposeful right-based and victim-centered approach, with the goal of introducing students to the profession of human rights advocacy.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PCON 111 or PCON 218 or ANTH 218 or SOAN 218 or PCON 225

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **PCON 304 - Criminal Underworld: Drugs, Guns, Bodies**

Examines the violent networks of the illicit global economy: from guns and drugs smuggling, to human trafficking and animal poaching among others. Drawing from multiple scholarly traditions, it compares the concrete geographical organization of these illicit networks - that is, where and how they become grounded - and asks the following questions: What are the relationships of these illegal activities to legal circuits of power and profit? In what ways are transnational criminal networks redefining the nature of contemporary violence and the meaning of peace?

**Credits:** 1.00

**Crosslisted:** GEOG 304

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **PCON 310 - Geopolitics**

Broadly defined, Geopolitics is the study of "the relationship among politics and geography, demography, and economics, especially with respect to the foreign policy of a nation." As the study of political geography on a global scale, geopolitics examines the relationship between territories, boundaries, and states in the "closed system" we call planet earth. But geopolitics is more than an academic field. Geopolitical thought has actually instructed states how to relate to one another in the contest for territory, security, and resources. For example, the history of geopolitical analysis is closely connected to -- and has often justified -- various imperial projects. As a result, this course examines the relation between the development of geopolitical thought on one hand, and geopolitical events on the other. Of particular importance to the relation between theories of geopolitics and the actual geostrategies of states has been the development of conflict on a planetary scale. And so, this course traces that relation through the study of geopolitical thought and practice in the course of imperial struggles in the 19th century, World Wars and the threat of nuclear wars in the 20th, and new global challenges such as resource wars and environmental security in our own time.

**Credits:** 1.00

**Crosslisted:** GEOG 310

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **PCON 314 - Media War: Peace and Conflict in the Digital Age**

The first purpose of the course is to demonstrate the central importance of media in defining the reality of war, peace, and violence in modern culture. The second goal is to introduce, in a selective manner, film, art, and written works that shaped these definitions. The primary framework is chronological, beginning with a survey of images of war and peace in art, covering in detail World War I and World War II, and ending with current images of war and of preparations for nuclear war. The secondary framework distinguishes types or degrees of war: World War I and World War II, civil wars (Spain) and genocide (the Armenians, the Jews in Europe); struggles of national liberation (Vietnam and Algeria); and prospects of global holocaust, this last creating new imagery - both positive and negative - in art, poetry, fiction, and film.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **PCON 322 - Weapons and War: Interdisciplinary Perspectives**

Mustard gas, airpower, submarines, A-bombs, Agent Orange, landmines, terror wars, "Star Wars": weapons technology profoundly shaped the science, politics, and culture of the last century. This course explores the myriad effects of the production, deployment, and use of weapons. Specifically, the course considers how the horizons of science and technology have been shaped by the quest for ever-more-powerful or -sophisticated weaponry; how the creation of new weapons changes the nature of war and peace; how new weapons may impact lives and the planet; terror as a weapon, and scientific and social responses to it; the role of media images in the public consciousness of weaponry and war; and impacts of the global arms trade. While critically theorizing the social, environmental, and philosophical impacts of war over the past century, the course also examines the place of global ethics in discussions about weapons and war.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PCON 111 or PCON 218 or ANTH 218 or SOAN 218 or PCON 225  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **PCON 327 - Australia's Stolen Generations: The Legacies of Carrolup (Extended Study)**

The intellectual goal of this extended study course is to address issues of both population vulnerabilities and cultural resilience by considering Aborigines in Australia, and specifically engaging the historical geography and the contemporary experience of the Noongar community in Western Australia. Three themes form the curricular program of the extended study. (1) Students will study the historical geography of Aborigines in

Australia within the context of European colonization and settlement, federation and nation-building. These issues will be framed using concepts of population vulnerability, environmental impact, and cultural heritage and identity at the national, regional and local geographic scales. (2) Students study the impacts of national, regional and local policies directed toward indigenous peoples on Aboriginal families and children, given particular focus to programs concerning part-Aboriginal children, Australia's Stolen Generations. (3) Students learn the ways in which Aboriginal culture and "care for country" has remained resilient across time, space, and generations.

**Credits:** 0.50

**Crosslisted:** GEOG 327

**Corequisite:** GEOG 319

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **PCON 329 - Environmental Security**

About how the environment poses one of the most important security threats of the 21st century. From an interdisciplinary perspective, introduces students to the different ways that climate change and environmental problems more generally are presenting new kinds of security threats. In many ways, greater environmental concern from governments and international organizations over the dramatic environmental changes afoot in the world is a welcome development. But will the "environmental security" framework reinforce global inequalities and maintain the status quo? Or might it mean rethinking the very foundations of what we mean by "security"?

**Credits:** 1.00

**Crosslisted:** GEOG 329

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **PCON 333 - Religious Faith and Social Ethics**

Social ethics pursues questions about how human societies ought to organize themselves and their relations to other communities in order to realize human values. For many people around the world, religious faith provides the ultimate framework for value decisions. Texts include works by earlier religious leaders of movements for social-political-economic justice (e.g., Mohandas Gandhi and Martin Luther King Jr.) as well as very recent works addressing current issues such as ethnic/international/religious conflict, environmental devastation, globalization, and religious terrorism. In addition, one or two texts develop basic models for religious social ethics.

**Credits:** 1.00

**Crosslisted:** RELG 333

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PCON 340 - Terror and Counter - Terror: Histories and Logics of Asymmetric Warfare**

For as long as empires and states have been going to war, people have been fighting them with the tactics and technologies now known as terrorism and guerrilla warfare. Asymmetric warfare, however, is no mere historical artifact. It dominates headlines as much as it confounds leaders around the world. Central to this course are several in depth case studies of counter-insurgency and terrorism, including France in Algeria and Indochina; the British in Malaya, East Africa and Northern Ireland; state terrorism in Latin America during the Cold War; and the United States in the Philippines, Vietnam, and, after September 11, 2001, Afghanistan, Pakistan, and Iraq. The evolution of non-state terrorism — from the violent acts of Anarchists in the late 19th Century to the potentially apocalyptic terrorism of radical religious groups the early 21st Century — also comes under scrutiny. From Clausewitz to General Petraeus, from Mao Zedong to Ayman Al-Zawahiri, this class explores how asymmetric war is lived and understood by various observers and participants.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PCON 111 or PCON 218 or ANTH 218 or SOAN 218 or PCON 225

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **PCON 341 - War and the Shaping of American Politics**

Examines the impact of warfare, expansion, and national security policy on the development of domestic American institutions and politics since the Revolution. War's impact has been multifaceted and contradictory, fueling a politics of reaction and repression in many contexts while serving as a catalyst for advances in political, racial, and economic equality and inclusion in others. Students will explore those contradictions by connecting war mobilization and security politics to the trajectory of American political development and state/society relations over time. Topics include: the role of the putatively weak American state in shaping 19th century territorial expansion; the effect of wartime mobilization and participation on racial politics; the interplay of warfare and the welfare state in American history; the postwar politics of the "military-industrial complex;" and the impact of foreign policy and national security on the American party system. Readings will engage such topics from the perspective of political scientists, sociologists, and historians working on a broad empirical terrain ranging over several centuries.

**Credits:** 1.00

**Crosslisted:** POSC 341

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **PCON 345 - Transitional and Historical Justice**

In what ways and under what conditions do states pursue justice for past wrongs? Is democracy credible without confronting the abuses of previous regimes? This course examines the theories and practices of transitional and historical justice since 1945. It presents a global line-up of case studies, which students evaluate in a comparative framework. Specific topics include Post-WWII Germany, Latin America, South Africa, Rwanda, Eastern Europe after 1989, Cambodia, Australia, and the United States.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **PCON 351 - The Israel/Palestine Conflict**

Focuses on the longstanding struggle between Israelis and Palestinians, as well as on the history of the way the conflict has been defined (e.g., an Arab-Israeli conflict, a religious war between Jews and Muslims, etc.). The course profiles episodes in the history of the conflict--and of the efforts to resolve it--in light of contemporary developments across the globe. The war of 1948 is analyzed in light of decolonization struggles following WWII, just as the "Six-Day War" of 1967 is studied in light of Cold War politics. In addition to focusing on flashpoints in the history of the conflict, the course also examines international agendas for ending it. Repeated US efforts to broker a peace are analyzed in light of geopolitical developments elsewhere. Students will become well-versed in the historical and social developments of the conflict and study the various treaties, armistice agreements, and memoranda that have guided efforts to bring it to a conclusion. They also study outstanding issues in the contest between Israel and the Palestinian Authority, as well as current peace and armistice proposals.

**Credits:** 1.00

**Crosslisted:** MIST 351

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **PCON 355 - Rwanda since the 1994 Genocide**

Assesses the Rwandan experience of post-conflict reconstruction and reconciliation to ask how sustainable is the country's post-genocide recovery? Principally concerned with understanding how to do field research in difficult settings such as post-genocide Rwanda. Using the 'do no harm' framework of doing research with individuals who have lived through mass violence, students are equipped to undertake research in foreign field settings beyond the Rwandan case. In particular, students learn to design a 'human subjects' research proposal, rooted in The Belmont Report of ethical research and guidelines for research involving human subjects. Using Rwanda since the 1994 genocide as a case study, these principles will be studied to highlight their shortcomings in the context of research in post-conflict societies, while highlighting the importance of ethical research methods.

**Credits:** 1.00

**Crosslisted:** ALST 355

**Corequisite:** None



**Prerequisites:** PCON 111 or PCON 218 or SOAN 218 or ANTH 218 or PCON 225 or ALST 201 or CORE 189C

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **PCON 358 - Transnational Politics**

Examines the segment of world politics that includes interactions and transactions between actors who are not representatives of governments or intergovernmental institutions. Non-state actors as diverse as global social movements, multinational corporations, religious communities, and even terrorist networks are now recognized as playing crucial roles on the world's political stage. This course focuses on a variety of these transnational actors, as we seek to stretch the limits of state-based approaches, and emphasize the rich variety of relationships and interactions that characterizes contemporary world politics.

**Credits:** 1.00

**Crosslisted:** POSC 358

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **PCON 368 - After Genocide: Memory and Representation**

An investigation of the impact of genocide on the self and the imagination's representations in literature, film, and art. Primary texts include poetry, memoir, video testimony, film, and visual art. Scholarly methodology involves readings of literary criticism and theoretical work in the study of trauma, literary theory, and testimony. Among the questions the course asks are: How does trauma shape imagination and open up access to the site of disaster that is now carried in fragments which inform memory? How do representations of violence shape and inflect aesthetic orientations and literary and artistic forms? The course concerns itself with the aftermath of two 20th-century genocides--that of the Armenians in Turkey during World War I and of the Jews in Europe during World War II--both seminal events of the 20th century that, in various ways, became models for ensuing genocides.

**Credits:** 1.00

**Crosslisted:** ENGL 368

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PCON 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **PCON 479 - Research Seminar: Peace and Conflict, Themes and Analysis**

This is a theme-based seminar that examines the literature of peace and conflict studies and other relevant theoretical and analytical work relating to violence and conflict resolution at all levels of society. The seminar also focuses on the range of responses to war and violence, by both the state and the peace movement. Significant independent and group research is required. This course is required of all peace and conflict studies majors and minors in the senior year, but is open to others who meet the prerequisites.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PCON 111 and (PCON 218 or SOAN 218 or ANTH 218) and PCON 225 plus a minimum of three courses completed from cluster 2, and two courses completed from cluster 3.  
**Major/Minor Restrictions:** Only Peace & Conflict Studies Majors  
**Class Restriction:** Only Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **PCON 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **PCON 499 - Honors Seminar in Peace and Conflict Studies**

Students qualified to pursue honors or high honors take this seminar in the spring of the senior year to complete or extend the thesis they have already begun in PCON 479. Enrollment is limited to seniors with a cumulative GPA of 3.30 or higher and a major GPA of 3.50 or higher, who have had their honors/high honors research proposal approved by the Peace and Conflict Studies faculty. To qualify for honors students must have achieved an A- or higher in PCON 479, or receive permission from the program director. Students who are not pursuing honors may also take this seminar to conduct independent research, by permission of the program director.

**Credits:** 1.00  
**When Offered:** Spring semester only

**Corequisite:** None  
**Prerequisites:** PCON 479

**Major/Minor Restrictions:** Only Peace & Conflict Studies Majors

**Class Restriction:** Only Senior

**Restrictions:** Permission of the program director is required

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **PHIL 101 - Introduction to Philosophical Problems**

Acquaints students with the nature of philosophical problems and the means by which one might try to solve them. Readings and discussions are organized around perennial questions regarding the nature of morality and justice, free will, the existence of God, the meaning of life, the nature of knowledge, and the relation between mind and body.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **PHIL 111 - Ethics**

Explores central questions of morality. What makes a good life good? What makes some actions right and others wrong? Are there human rights that everyone has? What are our obligations to others? Are there good answers to these questions, or is it all relative? Among the philosophers explored are Plato, Aristotle, Kant, Bentham, Mill, and various significant contemporary thinkers.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **PHIL 121 - Political Philosophy**

Explores central questions in political philosophy, with an emphasis on the great figures in the tradition (including Plato, Aristotle, Hobbes, Locke, Rousseau, Hegel, and Marx). Among those questions are, what justifies the state? Is democracy the only legitimate form of government? How much freedom should be secured for individuals? How should we understand the ideal of equality?

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **PHIL 202 - Environmental Ethics**

An introduction to the field of environmental ethics. Some of the major figures and philosophies in the environmental movement are studied and critically analyzed with a particular emphasis on the ethical reasoning and its influences on environmental policies and practices. Topics include the historical development of the environmental movement, central debates between preservationist and conservationist ethics, intrinsic and instrumental evaluations of the natural environment and its inhabitants, animal rights and the ethical treatment of animals, shallow and deep ecological distinctions, and anthropocentric versus biocentric and ecocentric evaluations of nature.

**Credits:** 1.00

**Crosslisted:** ENST 202

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **PHIL 214 - Medical Ethics**

Addresses urgent moral questions that arise in the field of medicine. Some of these are long standing. Is health strictly a biological concept, or do cultural and social norms in part determine what is good health? Should doctors act solely for the goal of improving their patients' health, or is their central obligation to respect patient autonomy? Other questions are more recent. When exactly is a person dead, such that withdrawing life-saving equipment is appropriate? Should parents and doctors take steps to see that their children are born with more desirable traits and characteristics? Students learn how philosophic argument can help illuminate these and related issues.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **PHIL 216 - Existentialism**

Designed to introduce students to existentialist thought via an examination of its 19th-century origins and 20th-century manifestations. Among the authors to be discussed are Kierkegaard, Nietzsche, Heidegger, Sartre, Beauvoir, Camus, and Marcel. Among the topics to be considered are existence, freedom, subjectivity, and absurdity.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **PHIL 225 - Logic I**

Logic is the science of correct reasoning. It provides rigorous methods for evaluating the validity of arguments. This introductory course covers the basic concepts and techniques of propositional logic and first-order predicate logic with identity, including truth tables, proofs, and elementary model theory.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Recommended:** This course is suitable for students in all areas and is highly recommended for philosophy majors.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **PHIL 226 - Philosophy of Religion**

Can the existence of God be proven? Can it be disproven? What is the relationship between faith and reason? Does evil provide strong evidence against the existence of God? How should we think about the relationship between creation and evolution -- and about the relationship between science and religion generally? Does the Christian notion of the Trinity make any sense? What about the idea of Original Sin or the Atonement? Students seek reasoned answers to many of these questions by evaluating the work of philosophers who address them. Students encounter both classical and contemporary authors, though the class focuses more on perspicacious presentations of these issues rather than on their historical development.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **PHIL 228 - Philosophy of Science**

An introduction to the philosophy of science and explores issues of general philosophical interest to the sciences, rather than those germane to any particular discipline. Focus is on the issues of scientific laws, induction, theory confirmation and choice, falsificationism, reductionism, realism, explanation, prediction, and problems relevant to the special sciences.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **PHIL 229 - The Philosophy of Law**

Examines some central ideas of jurisprudence and the philosophy of law. Readings concentrate on general theories of law, justice, legal rights, liability, and legal responsibility, and on the nature of judicial reasoning and legal principles. Some broader methodological questions pertaining to causation and the law and the relation of law and morality are discussed and related to the readings.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** PHIL 329

### **PHIL 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 301 - Ancient Philosophy (MF)**

Surveys some of the central figures and ideas of classical Greek and Roman philosophy, with particular emphasis on Plato, Aristotle and the main Hellenistic schools. Topics to be considered include the aim and method of Socratic inquiry; Plato's epistemology, theory of forms and defense of justice; Aristotle's logic, ontology and ethical theory; Stoic and Epicurean cosmology and ethics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 302 - Modern Philosophy (MF)**

The rise of modern science together with the Reformation's challenge to the authority of the Catholic Church created an era of intense intellectual and cultural ferment in the seventeenth and eighteenth centuries. The philosophy of this period is called 'modern' because it made a distinct break with older traditions and because the questions it asked remain the central issues for philosophers today. Studying modern philosophy will help students think creatively about what there is, what we are, and what we can know. Readings will be selected from classic works by Descartes, Spinoza, Leibniz, Locke, Hume, and Kant.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHIL 303 - Medieval Philosophy (MF)**

Medieval philosophy involved the absorption and transformation of Greek and Hellenistic thought by Jewish, Christian, and Muslim thinkers, often in relations of mutual influence. The period is crucial not only for its project of reconciling reason and faith but also for philosophical insights, arguments, and formulations that have remained influential in several of the main areas of philosophy. The course focuses on questions concerning freedom of the will, the nature of moral requirements and obligation, the role of rational considerations in morality, the virtues, and ideals of human excellence. Students read figures from the three faith traditions and explore their interactions and mutual influences, as well as their differences. Coverage of Jewish, Christian, and Muslim thinkers is roughly equal, and students look at the Platonic, Neoplatonic, and Aristotelian background to their thought as well as the new directions in which they took philosophy.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHIL 304 - Kant and German Idealism (MF)**

German Idealism continues to be one of the most influential movements in philosophy, leaving its mark on many different fields of thought and experience, including epistemology, ethics, aesthetics, politics, and religion. Designed as an overview of the thought of the major representatives of German Idealism: Kant, Fichte, Schelling, and Hegel. Students will examine the problems that motivated the emergence and development of this philosophical tradition, and the new forms of philosophical argument that each of these thinkers employed in order to address these problems. In doing so, students will see that there is a sense in which Kant can be considered the father of Existentialism. The topics discussed include the doctrine of transcendental idealism, the nature and possibility of knowledge, the ground of moral obligation, human freedom, and religious belief. No prior familiarity with these issues or thinkers will be assumed.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** One course in philosophy  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHIL 306 - Recent Continental Philosophy**

A study of some of the major movements in recent continental philosophy. Among the movements to be considered are phenomenology, existentialism, philosophical hermeneutics, poststructuralism, and postmodernism. Among the thinkers to be considered are Husserl, Heidegger, Gadamer, Sartre, Foucault,

and Derrida. Movements and thinkers may vary from year to year.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** One course in philosophy

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 310 - Philosophy and the Social Sciences**

Considers philosophical questions about the nature of the social sciences as well as philosophical questions prompted by the results and methods of the social sciences. These questions include: Do the natural sciences offer an appropriate model for the social sciences, or is there something distinctive about human phenomena that requires a fundamentally different mode of inquiry and style of explanation? Are the reasons for which we act also the causes of our actions, or are reason-based and cause-based explanations of human behavior fundamentally distinct? Are economists correct in their assumptions about the rationality of economic agents? Is it possible, or desirable, to conduct social scientific research in a value-neutral fashion? If not, what are the consequences for the objectivity of the social sciences? Are our values and moral attitudes themselves merely the effects of natural selection, as evolutionary psychologists maintain? Readings are drawn not only from philosophy, but also from sociology, economics, political science, psychology, and sociobiology.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** One course in philosophy

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 312 - Contemporary Political Philosophy (VT)**

Offers a critical engagement with the rich work in political philosophy that has appeared since the landmark publication of John Rawls' A Theory of Justice. After a close examination of Rawls' egalitarian liberalism, students take up the range of alternative positions that dominate contemporary political theory: conservatism, libertarianism, communitarianism, feminism, Marxism, and multi-culturalism.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Recommended:** At least one course in ethics or political theory is recommended.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 313 - International Ethics (VT)**

Nations increasingly come into contact with one another in a common international arena, and these encounters raise a host of important moral questions: Are there moral standards that apply across all human



communities, and if so, how specific are they? Do all human beings have rights, and if they do, what are they? What duties do wealthy countries have to aid poor ones? Are there moral constraints on how war must be conducted, and if so, what are they? In this course students engage with the work of contemporary theorists exploring these and related questions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** At least one course in ethics or political theory is recommended.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 320 - 20th-Century Analytic Philosophy (M&E)**

Employs the tools of analytic philosophy to address the large topic of the mind, the world, and the relation between them; students also explore the closely related topics of how our concepts get their content and how our language gets its meaning. By analyzing both our concepts and our experience, students will try to answer questions like: What is the relation between experience and the world beyond the mind? Do beliefs about the world amount to knowledge? Is the content of experience conceptual – and so fully expressible in language – or does experience have a richness that always surpasses the expressive power of language? Where do concepts come from? What fixes their content, and what fixes the meaning of the words that express them? If the content of language is based in part on experience, can one understand the language of someone whose experience is different? Course readings will include works by Russell, Carnap, Quine, Sellars, Davidson, and McDowell.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** One course in philosophy

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 325 - Logic II**

Covers a selection of advanced topics in logic: computability, Turing machines, soundness and completeness theorems, undecidability of predicate logic, Skolem-Löweheim theorems, nonstandard models, and Gödel's incompleteness theorems.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PHIL 225

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 330 - Aesthetics and the Philosophy of Art (VT)**

Discussion of the classical writings of philosophers on art and central ideas of aesthetics: form and content, expression, taste, and standards of criticism are included in this course. Readings include Plato, Aristotle, Kant, Nietzsche, etc., as well as contemporary essays.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 332 - Philosophy of Race and Racism**

Serves as a sustained investigation into the concepts of race and racism through an examination of metaphysical, psychological, ethical, linguistic, and political problems associated with race. Topics to be discussed include the nature of race (are races real and if so what are they?), the formation of racial identities, individual and institutional racism, and notions of distributive and compensatory justice and how they are used to address issues of racial injustice. Readings include Appiah, Boxill, DuBois, Fanon, Garcia, Hacking, Lycan, Taylor, and others.

**Credits:** 1.00

**Crosslisted:** ALST 332

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 333 - Topics in Environmental Philosophy**

Involves a critical examination of selected fundamental issues and theories in environmental philosophy. Precise issues and themes vary from year to year, but may include sustainability and moral obligations to future generations; the nature of the good life for humans; the status of environmental values; recent work in environmental ethics theories including deep ecology, social ecology, and ecofeminism; the moral and metaphysical status of human modifications to the world, including environmental restoration and genetic engineering; and aesthetics of the natural world. An emphasis is placed on exploring the connections between philosophical theory and environmental policy and practice.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 335 - Contemporary Epistemology (M&E)**

Examines contemporary theories of how knowledge claims are justified, and also how these theories respond to skeptical challenges. This involves detailing fundamental strategies of epistemic justification such

as foundationalism, coherentism, and naturalism. Students also inquire into what makes a body of beliefs a structure of knowledge and consider how the interpretation of rationality is related to these questions of justification.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** One course in philosophy

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 340 - Metaphysics (M&E)**

A systematic study of central issues involved in theorizing about reality at the most general level. Is the world a world of substances or a world of events? What is the nature of causation? Do concepts and statements refer to the world as it is in itself, or is such a notion idle or incoherent? How are such things as possibility and necessity and laws of nature to be understood? The topics are handled in a way that stresses the historical persistence of the debates over these issues but focuses on recent and contemporary discussions of the topics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two courses in philosophy

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 341 - Philosophy of Mind (M&E)**

Examines the historical and contemporary debates about the nature of the mind. These questions are considered: How do minds (or their states or products) manage to be about things? Are all minds conscious? How serious is the difference between first-person and third-person perspectives on mental activity? What beyond consciousness is required for self-hood? What grounds our concept of mental health? What kind of mind makes individuals responsible for their behavior?

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 342 - Philosophy of Language (M&E)**

Examines major topics and insights in the philosophy of language from its modern inception in the late 19th century to the present. Core questions include: How does linguistic meaning relate to how people use language to communicate? What is meaning's relationship to concepts like reference, truth, verification and use? Is there a systematic theory that can generate the meaning of every sentence in a language? In answering the above questions, students master the logical and conceptual tools for analyzing particular

parts of language, which may include names, definite descriptions, demonstratives, metaphors, slurs, and other interesting linguistic expressions. Among the thinkers discussed are Frege, Russell, Wittgenstein, Austin, Grice, Quine, Searle, Davidson, and Kripke.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** A prior course in logic is recommended.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 343 - Topics in Moral Theory (VT)**

Moral theory concerns what makes acts right or wrong, what makes people good or bad. In addressing these issues, the course also considers the following questions: Do moral standards apply universally, or are they relative to one's culture, religion, or other moral framework? Can we reconcile the impartiality of morality with the partiality we feel toward certain people, such as parents, spouses, or children? Are there ethical principles that apply in all circumstances, or is morality fundamentally a case-by-case affair? This course centers primarily on contemporary approaches to these questions, with the aim of enabling students to address these questions critically and rigorously.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 345 - Topics in African-American Philosophy (VT)**

An introduction to issues in African-American philosophy. In particular, it explores the political and ideological goals of leading intellectuals from the 19th century to the present. From DuBois and Delany to the black power movement of the 1960s, analysis of African-American experiences has produced divergent strategies intended to better the condition of black communities in America. The course investigates nationalist strategies and their roots in notions of black identity as they have been developed through the writings of intellectuals, artists, and political figures. It also addresses challenges as to whether or not non-integrationist strategies can be used to achieve social equality. Authors include Elizabeth Anderson, Anthony Appiah, Countée Cullen, Martin Delany, W.E.B. DuBois, Marcus Garvey, Alain Locke, Claude McKay, Tommie Shelby, Malcolm X, Huey P. Newton, and Bobby Seale.

**Credits:** 1.00

**Crosslisted:** ALST 345

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 360 - Feminist Philosophy**

Explores questions at the intersection of feminist philosophy and the theory of knowledge (epistemology). How have gendered assumptions influenced philosophical views about what knowledge is and how knowledge is best pursued? What roles, if any, should considerations of gender play in our theories of knowledge? In addition to these general questions, students address issues in feminist philosophy of science, specifically issues concerning the scientific study of sexual differences in behavior and brain structure. The role of testimony in the transmission of knowledge is also considered. Feminist epistemologists and philosophers of language have explored ways in which gender affects the assessment of testimony as trustworthy. Patterns of acceptance of testimony matter for how the claims people make—in law courts and elsewhere—are heard (or not) by others. Concludes by considering what this means for the proper philosophical treatment of testimony about personal experience.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 371 - Scottish Philosophy and the Fact-Value Distinction (Study Group)**

The distinctions between fact and value, reason and emotion, and objectivity and subjectivity, have long and varied histories. This course examines the role those distinctions played in two thinkers of the Scottish Enlightenment: David Hume and Adam Smith. The motivations for and benefits of these distinctions are explored, with special attention paid to Hume's concerns about religious "enthusiasm." Rigid versions of these distinctions have, however been criticized for their serious costs in both epistemology and ethics. The course engages recent major criticisms, and then considers whether Hume or Smith might have had a more nuanced understanding of the distinctions they worked with than their many followers did.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 380 - Issues in Epistemology and Metaphysics (M&E)**

This is an umbrella course designed to allow students to delve into specific topics in epistemology or metaphysics. The study will situate each problem in its appropriate historical context thus allowing student access to the approaches to a given issue offered in Ancient, Medieval, Modern, and recent works. The course will bring students inside some problems and methods that lie at the heart of philosophy by inquiring into issues such as the structure of knowledge, our basis for making claims about other minds, possible worlds, skepticism, and the justification of belief.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** A course in philosophy, preferably PHIL 335 or PHIL 340

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHIL 381 - Issues in Epistemology and Metaphysics (M&E)**

This is an umbrella course designed to allow students to delve into specific topics in epistemology or metaphysics. The study will situate each problem in its appropriate historical context thus allowing student access to the approaches to a given issue offered in Ancient, Medieval, Modern, and recent works. The course will bring students inside some problems and methods that lie at the heart of philosophy by inquiring into issues such as the structure of knowledge, our basis for making claims about other minds, possible worlds, skepticism, and the justification of belief.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHIL 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHIL 405 - Major Figures in Philosophy**

Studies the thought of a central figure in the history of philosophy. A different thinker is the subject of the seminar in different years. The seminar is primarily for majors in philosophy.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** Only Philosophy Majors  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHIL 411 - Wittgenstein and the Philosophy of Language**

This seminar is a detailed study of the thought of Ludwig Wittgenstein, one of the most important philosophers of the 20th century. This course first examines his early work in relation to problems about the

nature of logic and language raised by Gottlob Frege and Bertrand Russell, and then it uses Wittgenstein's later work to explore the nature of meaning and the concept of mind. Throughout, this course attempts to articulate the character and purpose of philosophical inquiry.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Three courses in philosophy

**Major/Minor Restrictions:** Only Philosophy & Religion, Philosophy Majors

**Class Restriction:** None

**Recommended:** A prior course in logic is recommended.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 417 - Advanced Topics in Philosophy**

The choice of a central philosophical problem to study varies from year to year. The seminar is primarily for majors in philosophy.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Philosophy & Religion, Philosophy Majors and Minors

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 418 - Advanced Topics in Philosophy**

The choice of a central philosophical problem to study varies from year to year. The seminar is primarily for majors in philosophy.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Philosophy & Religion, Philosophy Majors and Minors

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **PHIL 419 - Contemporary Moral Theory**

Focuses on questions about the status of moral value (whether it is objective or subjective, and in what sense) and questions about the respective roles of reason and sensibility in moral judgment and moral motivation. The central concern is how best to understand and explain the metaphysics, epistemology, and semantics of moral value. Is there moral knowledge? Are values grounded in feeling or desire? Are there moral facts? Students explore the basic character of moral judgment and moral language, with special attention to developments during recent decades. The seminar is primarily for majors in philosophy.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Three courses in philosophy, including a course in ethics

**Major/Minor Restrictions:** Only Philosophy & Religion, Philosophy Majors and Minors

**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHIL 490 - Honors**

Students pursuing honors in philosophy enroll in this course.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHIL 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** Only Philosophy Majors  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **PHYS 105 - Mechanical Physics I**

Covers fundamental principles of Newtonian mechanics and their applications into science, engineering, and in particular, architecture. Selected topics including waves, fluids, optics, electricity and magnetism, and thermal physics are aimed toward applications in the geosciences. Not suitable for students majoring in programs or concentrations requiring two or more semesters of physics.

**Credits:** 1.00  
**When Offered:** Fall semester only, but not necessarily every year

**Corequisite:** PHYS 105L  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PHYS 105L - Mechanical Physics I Lab**

Required corequisite to PHYS 105.

**Credits:** 0.25



**When Offered:** Fall semester only, but not necessarily every year

**Corequisite:** PHYS 105

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PHYS 111 - Fundamental Physics I**

This introductory course emphasizes concepts and principles of mechanics, heat, waves, and sound. The focus is on building concepts, grasping principles, and learning how consequences of principles and concepts can be quantitatively calculated and measured. Students may not take this course after having completed PHYS 431.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** PHYS 111L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PHYS 111L - Fundamental Physics I Lab**

Required corequisite to PHYS 111.

**Credits:** 0.25

**When Offered:** Fall semester only

**Corequisite:** PHYS 111

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PHYS 112 - Fundamental Physics II**

Develops concepts and principles of electricity, magnetism, light, and modern physics.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** PHYS 112L

**Prerequisites:** PHYS 111 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PHYS 112L - Fundamental Physics II Lab**

Required corequisite to PHYS 112.

**Credits:** 0.25  
**When Offered:** Spring semester only

**Corequisite:** PHYS 112  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PHYS 131 - Atoms and Waves**

An introduction to modern physics via the concepts and discoveries of the 20th century. Topics include the structure and dynamics of atoms, special relativity, wave-particle duality of matter, and fundamentals of quantum mechanics. Studies contemporary physics using algebra, trigonometry, and a minimum of calculus. Two lectures, two problem-solving recitations, and one laboratory meeting per week.

**Credits:** 1.00  
**When Offered:** Fall semester only

**Corequisite:** PHYS 131L, PHYS 131RE  
**Prerequisites:** Students who plan to continue into PHYS 232 should co-register for MATH 161  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** This course is required for students planning to major in physics, physics-astronomy, or physical science, and for students interested in pre-engineering.  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PHYS 131L - Atoms and Waves Lab**

Required corequisite to PHYS 131.

**Credits:** 0.25  
**When Offered:** Fall semester only

**Corequisite:** PHYS 131  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PHYS 201 - Mathematical Methods for Physics**

This half-semester course is an introduction to computational physics, providing the mathematical foundation required for sophomore- through senior-level physics courses.

**Credits:** 0.25

**Corequisite:** PHYS 201L, PHYS 232

**Prerequisites:** with a grade of C- or higher. (MATH 163 may be taken concurrently)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **PHYS 201L - Mathematical Methods for Physics Lab**

Required corequisite to PHYS 201.

**Credits:** 0.00

**Corequisite:** PHYS 201

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **PHYS 205 - Mathematical Methods of Physics**

A one-semester introduction to the mathematical methods of physics, with an emphasis on applications and how these methods are used to approach various problems. The course will cover topics such as ordinary differential equations, complex numbers and Euler's equation, linear systems, Fourier series, Fourier transforms, computational techniques, series expansions, cylindrical and spherical coordinate systems, vector differentiation, divergence and curl, integration methods and multi-dimensional integrals. These topics will be brought to bear on physical problems such as the damped and driven oscillator, coupled oscillators, electric dipoles, beat frequencies, electromagnetic waves and electrostatic boundary-value problems.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** MATH 163 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** PHYS 202, 203 & 204

## **PHYS 232 - Introduction to Mechanics**

A study of classical mechanics using astronomical themes. The principles of kinematics, dynamics, conservation laws, and gravitation are developed and used to understand the properties of astronomical objects such as planetary systems, binary stars, and galaxies. Treatment is more thorough than in PHYS 111. Differential and integral calculus and vector manipulation are used throughout. Two lectures, two recitation meetings, and one laboratory session per week.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** PHYS 232L, PHYS 201

**Prerequisites:** PHYS 131 and MATH 161 both with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students may not take this course after having completed PHYS 431.

**Recommended:** Required for students planning to major in physics, astronomy-physics, or physical science, and for students interested in pre-engineering. It is also recommended for chemistry majors. Students who plan to take physics courses beyond PHYS 232 should co-register in MATH 163 and PHYS 201.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 232L - Introduction to Mechanics Lab**

Required corequisite to PHYS 232.

**Credits:** 0.25

**When Offered:** Spring semester only

**Corequisite:** PHYS 232

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 233 - Introduction to Electricity and Magnetism**

The classical theory of electricity and magnetism is assembled from observations of nature and physical inference, using differential and integral calculus. Emphasis is on the fundamental roles played by the electric and magnetic fields, their geometrical properties, and their dynamics. Principles of elementary circuits are also included.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** PHYS 233L

**Prerequisites:** PHYS 201 and PHYS 232 and MATH 163 both with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students are not eligible to take this course after completing PHYS 431.

**Recommended:** This course is required for students planning to major in the physical sciences and pre-engineering. Students planning to take physics courses beyond PHYS 233 should co-register in PHYS 205.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 233L - Introduction to Electricity and Magnetism Lab**

Required corequisite to PHYS 233.

**Credits:** 0.25

**When Offered:** Fall semester only

**Corequisite:** PHYS 233

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 304 - Physical Optics**

A study of physical optics from the basics to advanced topics, such as optical instrumentation, Fourier optics, laser physics, and holography. The course prepares students for knowledgeable use of optical instruments in fields such as astronomy and teaches modern laser techniques for use in basic and applied research. Four lecture meetings and one laboratory meeting each week.

**Credits:** 1.00

**When Offered:** Spring semester only, in alternate years

**Corequisite:** PHYS 304L

**Prerequisites:** PHYS 233 and (PHYS 201 and PHYS 202 and PHYS 203 and PHYS 204) or (PHYS 201 and PHYS 205) all with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** PHYS 404

### **PHYS 304L - Physical Optics Lab**

Required corequisite to PHYS 304.

**Credits:** 0.25

**When Offered:** Spring semester only, in alternate years

**Corequisite:** PHYS 304

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None  
**Formerly:** PHYS 404L

### **PHYS 310 - Advanced Topics and Experiments**

This is an optional junior-year research experience open to qualified students. Under the guidance of a faculty mentor, each student works on an experimental or theoretical project that ideally produces original results. A final thesis and a formal oral presentation are essential components of the course.

**Credits:** 1.00  
**When Offered:** Fall semester only

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** Only Junior  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PHYS 310L - Advanced Topics and Experiments Lab**

Required corequisite to PHYS 310.

**Credits:** 0.00  
**Corequisite:** PHYS 310  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **PHYS 334 - Introduction to Quantum Mechanics and Special Relativity**

Provides the mathematical and conceptual foundation to understand two important developments in modern physics: special relativity and quantum theory, concentrating on wave mechanics.

**Credits:** 1.00  
**When Offered:** Spring semester only

**Corequisite:** None  
**Prerequisites:** PHYS 233 and PHYS 205 both with a grade of C- or higher.  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PHYS 336 - Electronics**

A comprehensive treatment of basic electronics. The course covers analog and digital electronics. The analog section includes DC and AC circuits, filters, diodes, transistors, and operational amplifiers. The digital section includes combinational and sequential logic, integrated circuits, and interfacing.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** PHYS 336L

**Prerequisites:** PHYS 205 or PHYS 233 both with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** PHYS 282

### **PHYS 336L - Electronics Lab**

Required corequisite to PHYS 336.

**Credits:** 0.25

**When Offered:** Spring semester only

**Corequisite:** PHYS 336

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** PHYS 282L

### **PHYS 350 - Biophysics**

An introduction to biological physics including a survey of topics such as diffusion, Brownian motion, non-Newtonian fluids, self-assembly, cooperativity, bioenergetics, and nerve impulses, as well as experimental techniques and analytical approaches. Students first develop the interdisciplinary knowledge needed to address biophysical questions. The course then focuses on the reading, presentation, and critique of current biophysics research literature. Although challenging in its breadth, this course is intended to be accessible to juniors and seniors majoring in physics, chemistry, or biology.

**Credits:** 1.00

**Crosslisted:** BIOL 350

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 161 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or astronomy-physics majors or for honors.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 392 - Independent Study - Research**

Opportunity for research-based individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or Astronomy-physics majors or for honors.

**Credits:** variable

**Prerequisites:** PHYS 334

**Major/Minor Restrictions:** None

**Class Restriction:** Only Junior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 410 - Advanced Topics and Experiments**

This is a required senior research experience. Under the guidance of a faculty mentor, each student works on an experimental or theoretical project that ideally produces original results. A final thesis and a formal oral presentation are essential components of the course.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** Only Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 410L - Advanced Topics and Experiments Lab**

Required corequisite to PHYS 410.

**Credits:** 0.00

**Corequisite:** PHYS 410

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None



### **PHYS 431 - Classical Mechanics**

A detailed study, using vector calculus, of important problems in the mechanics of particles and extended bodies including a derivation of Lagrange's and Hamilton's equations, and other advanced topics.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** PHYS 334 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 432 - Electromagnetism**

A study of Maxwell's equations and their applications to topics in electrostatics and electrodynamics, including electromagnetic waves.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** PHYS 334 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 433 - Thermodynamics and Statistical Mechanics**

An introduction to the physical concepts underlying the formalism of thermal physics. Emphasis is on the role and meaning of entropy in physical systems and processes. Topics include black body radiation, liquid helium, superconductivity, negative temperature, and the efficient use of energy.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** PHYS 334 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 434 - Quantum Mechanics**

An introduction to the theory and formalism of quantum mechanics. This course addresses the philosophical and mathematical foundations of the theory. It develops the linear algebraic formulation using spins, photon and atoms; and cover topics that include time evolution, angular momentum, the harmonic oscillator, the

Schrodinger equation, entanglement, and quantum information. A series of optional laboratories gives students vivid examples of quantum mechanical principles.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** PHYS 434L

**Prerequisites:** PHYS 334 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PHYS 434L - Quantum Mechanics**

Required corequisite to PHYS 434.

**Credits:** 0.25

**Corequisite:** PHYS 434

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PHYS 448 - Nonlinear Dynamics & Chaos**

An introduction to the techniques and concepts used to analyze real-time dynamic models that involve nonlinear terms. Applications are emphasized and demonstrate the universality of chaotic solution behavior. This course is team-taught by members of the physics and mathematics departments.

**Credits:** 1.00

**Crosslisted:** MATH 448

**When Offered:** Spring semester only, in alternate years

**Corequisite:** None

**Prerequisites:** MATH 308 or PHYS 302 or PHYS 431 (One with a grade of C- or higher.)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Students should enroll through the department for which they intend to use the credit

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

**Formerly:** PHYS 458

## **PHYS 451 - Computational Mechanics**

Investigates general algorithms and their implementation for the exploration of problems in classical and quantum mechanics. Applications range widely from solar system dynamics and chaotic systems to particles in general quantum potentials. Fourier analysis, including the fast Fourier transform, and its application to the understanding of physical systems and data analysis, are also studied. Each student undertakes a major numerical project of his or her choice.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** PHYS 451L

**Prerequisites:** PHYS 334 with a grade of C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PHYS 451L - Computational Mechanics Lab**

Required corequisite to PHYS 451.

**Credits:** 0.25

**Corequisite:** PHYS 451

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PHYS 453 - Solid State Physics**

Several important properties of matter in its solid form are examined. The ordered, crystalline nature of most solids is used as a starting point for understanding condensed material and as a basis for introducing the band theory of solids. The course investigates thermal, electrical, and magnetic properties of metals, semiconductors, and insulators.

**Credits:** 1.00

**When Offered:** Fall semester only, in alternate years

**Corequisite:** None

**Prerequisites:** PHYS 334 and (PHYS 201 and PHYS 202 and PHYS 203 and PHYS 204) or (PHYS 201 and PHYS 205) all with a C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PHYS 456 - Relativity and Cosmology**

At the beginning of the 20th century, Einstein's discovery of the Special and General Theories of Relativity revolutionized understanding of space and time. This course studies both theories; the emphasis is on General Relativity, including cosmology and the study of black holes.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PHYS 334 with a C- or higher.

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or astronomy-physics majors or for honors.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PHYS 492 - Independent Study - Research**

Opportunity for research-based individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty. This course does not count towards the upper-level course requirement for the physics or Astronomy-physics majors or for honors.

**Credits:** variable

**Prerequisites:** PHYS 334

**Major/Minor Restrictions:** None

**Class Restriction:** Only Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **POSC 150 - America as a Democracy (AM)**

While most Americans take it for granted that our political system is a democracy and that it serves as an ideal by which other systems might be measured, the United States is only one of many stable democratic polities in existence today. This course identifies various characteristics of democratic systems that set them apart from others, and compares the operation of our presidential system with the parliamentary model adopted by many industrialized democracies. (AM)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 151 - Politics and Moral Vision (TH)**

This introduction to political theory addresses the ways in which personal morality and ideas of human flourishing determine one's perceptions and responses to political institutions that shape the life and culture of one's nation. Using a wide variety of texts, the moral underpinnings of different political systems are

discussed in terms of fundamental normative concepts such as right, duty, virtue, liberty, and equality. Other essential terms, basic to building a foundational political vocabulary, such as liberalism, conservatism, individualism, communalism, and modernity are also explored. This introduction to normative political theory gives special emphasis to the genesis and development of liberal democracy and the tensions between its component parts, particularly as they relate to visions of a well-lived, moral life. This course is designed to enrich one's perceptions of the evening news and the political discourse of our times. (TH)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 152 - Global Peace and War (IR)**

Designed to provide students with an understanding of how international politics - politics between governments - differs from politics within a state. Students consider how the international system has evolved and currently operates, and examines some of the enduring questions of international relations: Why is there war? How can war be avoided? Is international equality a prerequisite for order? Can order, justice, and cooperation be achieved in a non-institutionalized and non-hierarchical system? (IR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 153 - Introduction to Comparative Politics (CO)**

Nearly 200 independent states coexist in the world today. Although they are all unique, political scientists study them in systematic ways, comparing them to discover fundamental political patterns that can help produce broadly applicable generalizations across different cultures and geographies. Themes such as democratic or authoritarian regime type, models of economic development, state institutions, civil society, and issues of national and ethnic identity all form important realms of inquiry for researchers engaged in the practice of comparative politics. This course introduces students to the principle themes and basic theories of comparative politics using examples from Africa, Asia, Europe, and Latin America, including both authoritarian and unstable democratic countries. (CO)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 208 - Comparative Democracies (CO)**

Offers a comparative examination of the social bases of democracy and of different forms of constitutional government and competitive politics in both advanced industrial and developing countries in regions including Europe, Asia, Latin America, and Africa. Students explore questions about the causes of democratic stability and instability across countries and the effectiveness of their democratic government in delivering goods to their citizens. Students examine key conditions that appeared conducive to producing democratic transitions across the three "waves" of democratization. Finally, students consider the process of democratic consolidations, considering topics such as civil society, civil-military relations, institutional design, and international influences. (CO)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 210 - Congress (AM)**

Analyzes the legislative process with a special emphasis on the relationship between Congress and the presidency. Students examine the historical development and structural attributes of Congress that determine its role in the executive-legislative relationship. Since the decision-making process varies enormously by issue area, students focus on several distinct policy areas. Course materials include classics of congressional scholarship as well as results from some of the latest research in the field. (AM)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 211 - The Presidency and Executive Leadership (AM)**

An examination of the complex and controversial role the presidency plays in the American political system. The course begins with the founders and with the creation of the presidency at the Constitutional Convention. This is followed by an examination of the powers vested in the office and the ways in which they check and are checked by Congress. Discussion then turns to what has come to be called the "managerial presidency." Descriptive and analytical treatment of the ways in which the country elects presidents is a major topic. At many points the American presidency is compared to executive power in other democracies. (AM)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 212 - The Politics of Race and Ethnicity (AM)**

Examines the political dynamics of race in American society, focusing primarily on the experience of blacks as a socio-political group and to a lesser degree on that of other racial and ethnic minorities. The overriding theme is how race has influenced American politics and, conversely, how certain political phenomena have shaped the development of race. The specific topics around which the course is organized include the following: the most enduring and predominant racial issue - racial inequality; competing explanations for the origins and continuance of racial inequality; leadership approaches and ideologies for redressing the race problem; mass political strategies for dealing with the problem; majority attitudes and opinions regarding racial issues (including racial inequality); and the comparative experience of non-black minorities. These topics, individually and collectively, represent the essence of racial politics. (AM)

**Credits:** 1.00

**Crosslisted:** ALST 212

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 213 - Comparative Politics: The Third World (CO)**

What is the Third World? Should countries as diverse as India and Cuba be included in its description? Why is democracy so fragile in Latin America? How can women contribute to development? This course tries to answer these questions by examining the historical origins, political evolution, and economic development of Third World countries from Thailand to Tanzania. Using the tools and methods of comparative inquiry, students explore the states, societies, and economies of different regions included under the rubric of the "Third World" such as the Caribbean, South America, Africa, and Southeast Asia. The role of women, health, population, migration, and democratization issues in these regions are discussed, as well as the theories and methods used by comparativists in order to explain political systems and economic changes in the "Third World." (CO)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 214 - Comparative Politics: East and Southeast Asia (CO)**

Introduces students to the politics of East and Southeast Asia. Students compare and contrast the diverse political and economic evolution of countries across the region by examining the historical development of state structures, regime types, and the development of institutions and organizations such as parties and civil society groups. Students focus on the experiences of the East Asian "early developers" (Japan, Korea, Singapore, and Taiwan), the transition to democracy across the region, and consider the emergence of China as an economic and political power. (CO)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 215 - Comparative Politics: Middle East (CO)**

An introduction to Middle Eastern politics, including historical foundations of the modern Middle East, competing strategies of state building, the Arab-Israeli conflict, the Gulf War, the rise of political Islam, and American policy toward the region. (CO)

**Credits:** 1.00  
**Crosslisted:** MIST 215  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 216 - Comparative Politics: Latin America (CO)**

Today Latin America is one of the most democratic regions of the developing world, although it faces problems of inequality, gridlock, and economic growth. Latin America's 20th-century experiences of coups, revolutions, and instability also present important lessons for comparative politics. This course introduces students to the countries of Latin America and the important patterns of similarity and difference that can help them understand political development and elucidate comparative trends. Regime type is one prism through which students examine the region's countries, including democracy, semi-democracy, and various authoritarian regimes, especially bureaucratic authoritarianism. Another important topic is the United States' relationship with the region's polities, on issues like the Cold War, drug wars, and economic policies. In addition to big countries like Brazil, Argentina, Chile, Mexico, Colombia, and Venezuela, the course also focuses on countries of particular student interest. (CO)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 232 - Fundamentals of International Relations (IR)**

An introduction to the basic approaches to international relations, such as realism, idealism, and the interdependence school. Students also consider fundamental problems of national security, the uses of power, the causes of war, the nature of international institutions, the relationships among security, deterrence, conflict escalation, and nuclear proliferation. (IR)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior



**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 260 - Foundations of Political Thought (TH)**

This introduction to political thought explores the questions: What is a just society? What is the best way of life? The course examines major alternatives from Plato to Nietzsche, as well as recent critics and defenders of American liberal democracy. (TH)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 300 - Geneva Colloquium**

Intended for students accepted to the Geneva Study Group the following spring. It has three purposes: to prepare students for life in Geneva through readings on the history and culture of Switzerland and discussion of the practical aspects of living in the city; to introduce students to the international organizations that the group will visit in Brussels at the beginning of the spring program; and to prepare students for their internships at international organizations and NGOs in Geneva.

**Credits:** 0.50  
**When Offered:** Fall semester only

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 304 - Islam and Politics**

Studies the impact of the Islamic resurgence on international and intra-national politics. The course begins with an introduction to the Islamic faith. Students explore the origins of the Islamic resurgence, the ideas of

influential Islamic political thinkers, and Islamic movements in comparative perspective (Iran, Egypt, Indonesia, the United States, and France). The class concludes by examining two issues of great contemporary importance: the impact of Islam on democracy and the future relationship between the Islamic world and the West.

**Credits:** 1.00

**Crosslisted:** MIST 304

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 305 - The Political Economy of East and Southeast Asia**

Studies the role of the state in economic and social development and the relationship between economic development and democratization in East and Southeast Asia. Covers a variety of topics: the relationship between the state and the market in economic development, the interaction between growth and the development of political institutions, and the political repercussions of developmental outcomes such as demographic change and rapid urbanization. Students explore the interplay of state capacity, market development, and democratic institution building.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 307 - China's Foreign Relations**

Examines China's complex relations with the world mainly since the 1990s. It begins with a brief consideration of traditional Chinese understandings of international relations, historical legacies, geopolitical predicaments, and China's foreign policymaking process. Students examine the recent reorientation of Chinese foreign policy as a result of China's post-Mao economic reforms. Students assess China's grand strategy of "Peaceful Development," Chinese integration into "international institutions," and China's partial participation in an emergent Asian regionalism. Geographically, students examine China's relations with its Pacific neighbors, other developing countries (especially in Africa), and with advanced countries (Europe and the USA). Students also evaluate the prospects for military conflicts over Taiwan, the Senkaku/Diaoyu, and the South China Seas. The problem of nationalism in foreign policy is assessed through an analysis of the "interactive nationalisms" driving the triangular US-China-Japan relationship. Students investigate China's foreign policies on major international issues in an age of globalization. Specifically, with regard to the global economy, climate change and international human rights are examined. Concludes by assessing the prospects for Chinese foreign policy in the 21st Century.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 313 - Political Corruption**

Like it or not, corruption is a significant form of political influence, as much a part of politics as voting or writing a member of Congress. Indeed, in some parts of the world, corruption is not the exception, but the norm. This course examines the limits of privately interested political action in a variety of societies and considers possible explanations for corruption, examines case studies drawn from American politics and from other nations, and identifies the consequences of corruption, both for whole societies and for important groups within them. Reforms are a concern as well. Finally, the class considers the ways people in a variety of cultures judge right and wrong, and how they respond to the wrongdoing they perceive around them.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** POSC 150 or POSC 151 or POSC 152 or POSC 153

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 314 - American Political Development**

An introduction to the political science subfield of American Political Development, which traces the historical development of political institutions and the evolution of state/society relations in this country. How "exceptional" is the trajectory of state-building in the United States compared with other long-term democracies? What is the role of culture in shaping American politics and explaining change over time? How has race figured historically in the articulation of state power? Course readings tackle these and other questions from the perspective of political scientists, sociologists, and historians working on a broad empirical terrain spanning several centuries.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 315 - Government and the Economy**

The course examines the inevitable intrusion of politics into economic policy making, with examples drawn from a variety of policy areas including traditional economic regulation, the new social regulation, energy and environmental policies, and recent trends toward deregulation. The course begins with elementary economic theory: the case for free markets, a review of the various ways unregulated markets break down, and rational prescriptions for remedying market failures. The bulk of the course then examines the factors operating to make these market failures more complex than at first they appear, producing policies that depart from economic ideals.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 317 - Identity Politics**

Examines the politics of identity in comparative perspectives. Introduces students to a variety of theoretical approaches concerning the origin, transformation, and mobilization of national, ethnic, and other forms of collective identity. Students consider empirical applications of these theories: students identify processes through which identity becomes politicized, explore why some identity conflicts manifest as violence, and analyze the various ways - ranging from electoral solutions to genocide - in which states manage difference. Case studies are drawn from Europe, the former Soviet Union, Africa, the Asian sub-continent, and the United States.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 320 - States, Markets, and Global Change**

Do states intervene in the economy too much as conservatives and libertarians claim, or should they intervene more as many liberals and progressives argue? Does business have too much power or have the critics of "big business" and multinationals been too alarmist? Is the role of the government diminishing as the world becomes more global? This course discusses contemporary controversies regarding the relationship between government and the economy. It evaluates and examines the extent and kinds of state intervention into markets and the private sector, the influence and impact of corporations and business leaders on government institutions and policy from the United States to Latin America.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 321 - Political Parties and Electoral Process**

Political parties are some of the most influential entities in politics, and this course examines them as they pursue pork, policy, and power in the arenas of elections and elected institutions. After providing a strong background in party theory and the American party system, the remainder of the course highlights important commonalities by comparing party activity and party system development in other countries that straddle the developed and developing world.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 322 - The Politics of Privatization**

The adoption of neoliberal economic policies has been one of the most significant reforms undertaken around the world in the last two decades. Privatization, in particular, has been so popular and so widespread that one writer has remarked that even the United States, the quintessential free market economy, was "looking for something to sell." This course examines political and economic explanations for the global adoption of privatization and economic restructuring in the 1980s and 1990s. It looks at the conditions under which governments enacted policies and compares the outcome of privatization measures in selected countries and sectors in East and Central Europe, Latin America, and Africa. It analyzes the claims of critics of privatization and the responses of privatization's winners and losers. Students examine recent changes in the approach to the distribution of public goods and explore innovative public-private partnerships such as that between the development agency, CARE, and the coffee company, Starbucks, to provide water, sanitation, or micro-credit in developing countries.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 323 - American Elections and Party Power**

Focuses closely on the US party system and the electoral area in which the parties struggle for power. In order to develop a strong conception of American parties, students combine scrutiny of the day-to-day media representations of political parties with important comparative perspectives to understand how American parties and elections fit into broader political science frameworks, as well as their long-term and global implications. Students compare the current US party system in three directions: back through history (especially the 20th century) to understand the roots of today's parties; out to the rest of the world, comparing party systems in other highly democratic countries; and also down to the state level, where students examine to what degree New York State parties and elections reflect national trends. Important topics covered include the effects of redistricting and campaign finance. Students also investigate the importance of issue-framing with units on contrasting party strategies of presenting a "war on women" and President Obama's "socialism."

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 328 - Religion and Politics**

Religion and politics influence each other--pervasively and controversially--in almost every political system across the globe. This course examines this fundamentally important relationship in a variety of national

settings through a comparative assessment of issues and controversies such as constitutional relations between religious institutions and the state; the appropriate role of religious beliefs in a democracy; the challenges posed to contemporary governments by the expansion of religious pluralism; the role that religious interests and religious leaders can play in elections and policy making; and the many ways that religion and religious mobilization are shaping the very nature of political life in the modern world.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 330 - Post-Mao China and World Development**

Examines post-Mao China's socioeconomic development and post-socialist transition in an age of economic globalization. It analyzes the evolution of Chinese economic market reforms and China's uneven integration into the Liberal World Order since 1978. This two-pronged developmental trajectory, however, encounters major challenges such as socioeconomic problems, ecological degradations, political dysfunctions, ideational crises, and international impediments. With varying efficacy, the Chinese government has attempted to redress these daunting problems through administrative reforms, economic rebalancing, anti-corruption campaigns, and international institutions. These major challenges and their attempted ameliorations are analyzed in-depth. The course concludes by examining the practical and discursive ramifications of China's development model for Chinese society, world politics, and the philosophical search for alternative modernities.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 331 - Politics in Sub-Saharan Africa**

Provides an understanding of politics in 48 countries that constitute sub-Saharan Africa. Following the independence era of the early 1960s and 1970s, much of the sub-continent exploded into a seemingly endless cycle of violence underscored by military coups d'état and civil wars. Over the last decade, various conflicts subsided enough for some states to institute political and market reforms. Others remained stuck in the throes of economic stagnation, on the verge of disintegration and vulnerable to terrorist groups and drug runners who exploit their vast ungovernable territories. What explains the various transitions that some states have experienced in sub-Saharan Africa? Why did most states disintegrate in violence following the end of colonial rule? Drawing upon pre-colonial accounts and histories of state formation and the theoretical, methodological, and conceptual tools that various Africanists have used to analyze key events, this course offers answers to these and other important questions about political and socio-economic developments on the continent of Africa.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 332 - African Political Economy**

This course examines the wide array of processes, actors, and institutions that shape the collective formation of the political economy of African states. In particular, the course is designed to take into account international and domestic processes, actors, and institutions, and how they interact. These include cultural, institutional, soci-economic, and broadly defined economic structures and processes, forces that create opportunities and constraints that shape economic policy making.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 335 - U.S. Environmental Politics**

Public policies to protect the environment are among the most important and controversial issues in local, state, and national government. This course analyzes the politics of environmental protection in the United States through the use of social science theory and a variety of quantitative and qualitative methods. The course introduces frameworks for understanding environmental policy problems and reviews several important American environmental laws. Readings include social science "classics" on the environment, as well as recent scholarship on environmental politics and emerging environmental issues. Topics covered in the course include the politics of environmental science, environmentalism as a social movement, environmental lawmaking in Congress, bureaucracy and environmental regulation, federalism, environmental law, and environmental justice.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 336 - Campaigns & Voting Behavior**

Examines political campaigns and voting behavior in American elections. The course will focus on both the broad theoretical literature surrounding campaigns and voter behavior as well as in-depth coverage of ongoing political campaigns in the United States. We will primarily examine presidential and congressional elections. Topics to be covered include: primary elections, election forecasting, campaign effects, negative vs. positive campaigning, theories of candidate preference and political participation.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **POSC 337 - Law and Order**

In the American criminal justice policy process the people are represented by two separate, but equally important groups: the politicians who enact anti-crime laws and criminal justice officials who are empowered to enforce them. This course investigates "Law & Order" politics and policymaking in the U.S. by way of probing the extent to which the adoption of criminal justice policies by lawmakers and the administration of criminal law are driven and chiefly so by democratic pressures.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 338 - Sex, Law, and the American Culture Wars**

Explores the American church-state debate through the lens of abortion and same-sex marriage. These sexual freedom and reproductive rights issues raise questions that reach to the very heart of the American political project. What is the scope of our right to engage in private behavior? Do longstanding religious and moral traditions have a place within a secular legal system? Are there limits to the Constitution's guarantee of religious free exercise, and, if so, how do we determine these limits? These issues have generated intense social and political conflict, and are at the center of today's "culture wars" in the U.S. This course will provide students with a robust background in the legal history of these issues, and will furnish students with a framework for making sense of some of today's most contentious political battles in the U.S.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 340 - Politics of the American Metropolis**

The United States is an urban society: today nearly 80 percent of Americans live in urbanized, metropolitan areas. These urban areas are governed by a dizzying array of local, state, and federal institutions whose policies affect citizens' lives enormously and in myriad ways. This course explores the politics of urban America in the context of the contemporary metropolis. The legal and philosophical origins of local American government are discussed, along with the political economy of the city and classic theories of urban politics. The course traces the history of urbanization and the accompanying growth of government institutions, and addresses issues of suburbanization, regional balkanization, and federalism. Other issues addressed in the course include land use, segregation, housing, economic development, and poverty.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** POSC 150  
**Major/Minor Restrictions:** None



**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 341 - War and the Shaping of American Politics**

Examines the impact of warfare, expansion, and national security policy on the development of domestic American institutions and politics since the Revolution. War's impact has been multifaceted and contradictory, fueling a politics of reaction and repression in many contexts while serving as a catalyst for advances in political, racial, and economic equality and inclusion in others. Students will explore those contradictions by connecting war mobilization and security politics to the trajectory of American political development and state/society relations over time. Topics include: the role of the putatively weak American state in shaping 19th century territorial expansion; the effect of wartime mobilization and participation on racial politics; the interplay of warfare and the welfare state in American history; the postwar politics of the "military-industrial complex;" and the impact of foreign policy and national security on the American party system. Readings will engage such topics from the perspective of political scientists, sociologists, and historians working on a broad empirical terrain ranging over several centuries.

**Credits:** 1.00  
**Crosslisted:** PCON 341  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 342 - The Politics of Nuclear Proliferation**

Why do states want to have nuclear weapons? How do specific motivations differ from Iran to North Korea to Israel, to India, to Pakistan? Some scholars and politicians argue that the world will be safer as more countries possess functional nuclear arsenals; are they right? This course examines the available data and the analyses of authors from a variety of countries in order to derive the best answers we can to the questions.

**Credits:** 0.50  
**Prerequisites:** POSC 152 or POSC 232 or POSC 353 or POSC 366 or HIST 216 or HIST 217  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 344 - Politics of Poverty**

Examines the nature and extent of poverty in the United States, with particular emphasis on public policies designed to alleviate poverty and recent proposals for reform. Political factors affecting the formulation and implementation of poverty policies are examined, drawing on case studies of selected issues such as the war on poverty, Medicare, food stamps, aid to families with dependent children, and negative income tax proposals.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 345 - The News Media and the Political Process**

Politics is a distant and dimly understood process for most people; still, they must somehow come to terms with the threats and reassurances it offers, and reach assessments of personalities and policies about which they often know little. This course is an analysis of politics and the media from the inside out, beginning with the ways people receive, interpret, or ignore the media messages directed at them. News reporting and questions of bias are treated in the context of a group analysis of important stories. The class also considers the evolution and refinement of media campaigning techniques. Those who cannot purchase time or space in the mass media may resort to protest, terror, and violence in order to air their views. The class discusses these cases along with the ethical issues they pose. (PG)

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 346 - Beneath the Black Robes: Courts as Political Institutions**

Focuses on the causal dynamics of judicial behavior. Introduces students to the study of courts as political institutions and, in doing so, provides some understanding of the political nature of the role of courts in American society. Departs from the view that landmark national decisions such as *Roe v. Wade*, *Baker v. Carr*, and *Brown v. Bd. of Education*, along with their more recent conservative corollaries, are solely the product of adherence to constitutional standards of interpretation. Instead, it posits that these controversial rulings and judicial policy in general can be explained through careful examination of certain political factors. In short, the course is based on the premise that the judiciary is a permeable structure that is responsive to democratic processes and that, in turn, exerts influence upon those processes. Two major theoretical concerns integrate the lectures and materials covered: 1) the dynamic relationship between court decision-making processes and major features of the larger American political arena, and 2) the inherent tensions between judicial independence and democratic politics.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** 100-level POSC course  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 348 - The Rise and Fall of Communism**

Examines the spread of political and economic ideas and practices in the shocking advent and demise of state socialism and subsequent transitions to market capitalism. Students study the ideological struggles with Nazism, Fascism, and Capitalism, focusing mainly on the countries of East Central Europe and the former Soviet Union, but addressing an entire system of states where such transformative processes occurred in the 20th century. Students explore the politics, implementation, and impact of radical economic

and social ideas. Students devote particular attention to the relationship between personal and cultural influences of ideologies, local politics and economies, and processes of global ideological development.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 349 - The International Political Economy**

Looks at the historical and theoretical development of the international political economy. Some of the major topics include the interaction between politics and economics in trade and protectionism, capital flows, exchange rates, debt, globalization, and problems in development. (IR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 350 - Africa in World Politics**

Examines relations between African states and between African and foreign states. Major topics include the effects of the international system on economic and political development, African states' use of foreign policy to achieve development goals, the role of the major outside powers, intra-African conflicts, African organization, the role of African thought in foreign policies, and the international relations of southern Africa.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 353 - National Security**

Discusses and analyzes the idea of national security in theory and practice, as well as the impact of nuclear weapons on contemporary statecraft topics including deterrence theory, arms control and disarmament, nuclear proliferation, and recent strategic developments. An optional three-week extended study in New York City, POSC 383, deepens students' understanding of several issues that are treated in class during the term.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** POSC 152 or POSC 232

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 354 - Capitalism, the State, and Development in Latin America**

The developmental trajectories of Latin American countries contain a double conundrum: first, in spite of being a region endowed with a considerable amount of natural resources and having enjoyed privileged access to Western European and North American markets, the overall economic performance of the region during the 20th century lagged considerably behind that of the rest of the Western world. Second, even when these countries all share a past of colonial rule and a "peripheral" location in the international system, the economic differences within the countries of the region are staggering. Seeking to shed light on this puzzle, this course surveys existing theories on the relationship between political institutions and economic outcomes and explores the historical co-evolution of states, regimes, and markets in the region.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 357 - International Institutions**

This analysis of the role of international institutions in international politics emphasizes both the United Nations and the major international economic institutions (WTO, the IMF, and the World Bank).

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 358 - Transnational Politics**

Examines the segment of world politics that includes interactions and transactions between actors who are not representatives of governments or intergovernmental institutions. Non-state actors as diverse as global social movements, multinational corporations, religious communities, and even terrorist networks are now recognized as playing crucial roles on the world's political stage. This course focuses on a variety of these transnational actors to stretch the limits of state-based approaches, and emphasize the rich variety of relationships and interactions that characterizes contemporary world politics.

**Credits:** 1.00  
**Crosslisted:** PCON 358  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 360 - Domestic Sources of American Foreign Policy**

To the extent that the U.S. sets its own course in international affairs, domestic sources of American foreign policy become a crucial consideration. This course examines the role of domestic politics in formulating US foreign policy. Special emphasis is placed on the function of representative institutions, bureaucracies, and public opinion in determining and implementing American foreign policy. Students are presented with a comprehensive framework of analysis that permits them to describe and perhaps predict actions taken by the US government.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 361 - Humanitarian Interventions**

Peace operations have been widely deployed to contain and promote resolution of conflicts. This course focuses primarily on humanitarian intervention and probes the different contexts in which peacekeepers have been introduced: interstate conflicts, civil conflicts, and humanitarian emergencies. Students consider how humanitarian interventions differ in practical terms from other types of peace operations, considering questions of strategy, mandates, and political will. Students also analyze the ethical implications of humanitarian intervention, particularly questions of responsibility, legitimacy, sovereignty, and unintended consequences. Theoretical readings are combined with comparative case studies drawn from Africa, the Middle East, the Balkans, and elsewhere.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 363 - International Relations of the Middle East**

Focuses on the process of foreign policy formation in Middle Eastern countries from the point of view of these nations themselves. Topics studied include the Arab-Israeli conflict, the political economy of the region, state formation and development, democratization, political Islam, and US policy toward the Middle East.

**Credits:** 1.00

**Crosslisted:** MIST 363

**Corequisite:** None

**Prerequisites:** POSC 215 or MIST 215 or HIST 105 or ANTH 252 or MIST 252 or GEOG 305 or MIST 305

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Some prior study of the Middle East is strongly recommended.

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **POSC 364 - Politics of India, Bangladesh, and Pakistan**

Modern South Asia is the product of the partition of British India into India and Pakistan in 1947. The secession of Bangladesh changed the map of South Asia again in 1971. The history of South Asia is, thus, one of division and rivalry. This course focuses on the broad developments since colonial times: nationalism, the rise and fall of democratic processes, ethnic strife, communal divisions, secession incentives, power imbalances, and emergence of a nuclear South Asia, and the recent links between Islamic fundamentalist groups and terrorists in India, Bangladesh, and Pakistan.

**Credits:** 1.00

**Corequisite:** POSC 364L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **POSC 364L - Required Film Screening**

Required corequisite to POSC 364.

**Credits:** 0.00

**Corequisite:** POSC 364

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **POSC 365 - Just War in Comparative Perspective**

Introduce students to a wide variety of ways of thinking about justice and warfare, across time, space, and religion. Using political science--rather than theology or philosophy--as the lens for inquiry emphasizes the role played by political power in the creation and transmission of these systems of value. Beginning with an exploration of the roots of Western Just War thinking in the ancient world (Greece, Rome, and Israel), the course explores traditional just war thinking in Christianity, Islam, and Hinduism. Students delve into source texts, examining the evolution of just war thought in a historical and comparative context, and the course illustrates the ways in which concepts of justice may be contingent on both a society's religious/ethnic beliefs and its military capabilities. Finally, the course turns to contemporary scholarship to ask, is just war theory still relevant today? Modern just war responses to weapons of mass destruction, terrorism, and counter-insurgency warfare provide students the opportunity to apply these ancient theories to the modern world.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 366 - Contemporary American Foreign Policy**

Focuses on the theoretical traditions underlying American foreign policy, key concepts in the conduct of foreign policy, and the application of these theories and concepts to historical and contemporary events. Students examine how policymakers determine the national interest, the tools used to conduct foreign policy, and how policymakers have responded to foreign policy problems in the 21st century. Students focus on both theory and application to understand how decisions are made and executed, as well as which policy problems are most critical today.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 367 - The European Union**

Examines the development and consequences of European unification after World War II. Major topics include the nature and history of integration, concepts of sovereignty and the nation-state, the role of international organizations in world politics, the institutional structure of the EU, major initiatives such as the Common Agricultural Policy and the Common Market, the meaning and repercussions of the Maastricht Treaty, and the development of a single currency. Includes the opportunity to participate in a model European Union with American and European students.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 368 - American Foreign Relations with China**

Examines the major sources, dominant theories, and primary policy options in American foreign relations with China. Begins by examining some key determinants of this bilateral relationship and proceeds to investigate "realist," "liberal," and "cultural" approaches to understanding international relations in general and US China policy in particular. Particular attention is paid to the so-called "Thucydides Trap" and the actual consequences of a potential US-China war. Concludes by examining the effects of "American Exceptionalism" and the "China threat" on US foreign policy towards China.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 369 - European Security (Geneva Study group)**

Focus on contemporary European security problems and the 'European' perspective on new security issues. Topics include: NATO enlargement, European security institutions and 'societal security' in Europe, intervention and democracy promotion, state formation, foreign aid and development issues, and human rights of refugees and others.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** POSC 150 or POSC 152  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 370 - International Relations in the Post-Cold War Environment**

The end of the Cold War and the introduction of a large number of non-traditional issues (environmental, economic, and normative) to the international agenda have raised very serious questions about the discipline of international relations itself. How new or old will the new international relations be? What conceptual framework should be used to explore these issues? What issues should be the focus? The course begins with a reassessment of the grand tradition in international relations and of how the order, upon which it was based, fell. The emerging world order and the agenda of new issues with which it confronts us, the likely new patterns of cooperation and conflict those issues will foster, and the possibilities for a new consensus are considered.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** POSC 232  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 371 - West European Politics**

Looks at the history and political development of Britain, France, Germany, and Italy. Students study these countries within the context of not only their distinct histories but also examine a comparison of how these histories impacted the development of diverging domestic interests, the creation of societal cleavages, and consequently the construction of political institutions to mediate and regulate internal conflict. Major policies within the countries are considered, including their involvement with NATO and the European Union.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None



## **POSC 373 - The Public Policy Process**

Examines how the executive and legislative branches of government interact to formulate public policies. The influence of political parties, interest groups, business organizations, and public opinion on these institutions is explored in depth. Also highlights the impact of federalism within the American political system, pointing both to intergovernmental implementation of national policies and to policy innovation at the state level. An overarching theme is the inevitable tension between oligarchy and democracy in a system where only a few actors wield direct influence over policy decisions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **POSC 374 - International Law**

Introduces students to public international law through an examination of the key concepts and principles that underlie the foundations of international law, as well as through the legal norms that regulate relations between states. Although states are considered the central actors in international law, the involvement of nonstate actors, intergovernmental organizations, and other participants is also examined. Substantive areas of international law, humanitarian law, and international law and the environment are also analyzed. Concludes with a discussion of the future role of international law in world politics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

## **POSC 377 - Political Psychology**

How do the forces that shape personality and motivation affect the political behavior of individuals? What role do factors such as schooling, religion, social class, mass media, race, and gender have upon individual beliefs and attitudes? How does the use of stereotypes and political symbols shape the popular understanding of politics and affect the relationship between the rulers and the ruled? By employing an individualistic perspective, this course investigates the formation of public opinion and the structure of political beliefs, values, and attitudes.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 379 - The Development of the Modern State**

Though the state is now the standard form of political organization, this was not always the case. For centuries, political organization was dominated by city-states, feudal relations, and tribal or clan organizations. This course examines the emergence of the modern state as the predominant form of political organization. It explores various arguments for state sovereignty and examines several challenges to it as well. Finally, it considers the state of the state in today's globalized world.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 380 - Reason, Faith, and Politics**

Examines the claims of reason and revelation as sources of ultimate truth and as guides for the political world. Readings are from the great theologians of the Jewish, Christian, and Islamic traditions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 382 - American Political Thought**

This study of the principles of American government as articulated by leading statesmen and political thinkers gives particular attention to the founding period and the Constitution and to their relationship to later periods of reform.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 383 - National Security (Extended Study)**

The extended study in New York City explores four topics covered in POSC 353: conflict in the Middle East, conflict in the Balkans, NATO and European security, and the UN peacekeeping system. The class meets with academics and representatives of roughly a dozen countries who deal with these issues. The study includes panels of military scholars from the US Army War College and the United States Military Academy at West Point.

**Credits:** 0.50  
**Corequisite:** None  
**Prerequisites:** POSC 353  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **POSC 385 - Modernity and its Conservative Critics**

What is wrong with the modern world, especially with the political culture of liberal and progressive intellectual elites? Such questions are explored by studying the radical critique of modernity offered by philosophical, classical, and Christian conservatives.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 386 - Enlightenment Political and Social Thought**

Important Enlightenment-era political treatises are explored in this course. The bourgeois sensibilities of Montesquieu, Hume, Smith, and Voltaire are compared — culminating in the tenets of classical liberalism — to the more radical and perfectionist aspirations of Rousseau, Diderot, and Condorcet. For both schools of thought, the focus is on those aspects and ideas that cast light on matters of continuing concern and that help explain the 19th-century emergence of liberalism, romanticism, and radicalism.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 387 - Reason and Relativism in Social and Political Thought**

How can one understand human beings when they seem to have such a complicated variety of interests and motives? Not only does behavior vary dramatically across cultures and over time, but so do conceptions of truth, God, religion, morality, justice, and the good. Differences abound. The intent of this course is to look at the controversies that divide social and political theorists in their effort to understand human beings and the human condition. In the process students discover that beneath conflicting theories are recurring themes concerning subjectivity and objectivity, the nature of human beings, theories of self and other, as well as a debate over rationality, irrationality, truth, and knowledge. By better understanding these controversies students gain new insights into human nature, human knowledge, and the human condition.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 388 - Constitutional Law: Civil Rights and Liberties**

Students examine the nature of civil rights and liberties under the Constitution; such include freedom of speech and the press, religious freedom, equal protection (with major attention to race and gender), due process, property, and privacy/autonomy (abortion, right to die, sexual orientation). Students also explore the role of the Supreme Court in the definition and protection of these rights and engage the several controversies surrounding the larger enterprise of constitutional interpretation, such as originalism v. nonoriginalism, natural law v. positivism, judicial activism v. judicial restraint, and so forth.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 389 - Constitutional Law: Structures and Powers**

The focus of this course is what Aristotle identified as the central question of political science, the character of regime--the organization of offices and the distribution of power that is designed to achieve an understanding of justice and the human good. More specifically, students focus on the structural characteristics of the American regime, or Constitution--separation of powers, federalism, emergency powers, property rights; but students are equally concerned with the politics of interpretation itself--the complex process by which people determine what is the Constitution, how it is to be understood, and who has authority to interpret it. The responsibility for constitutional interpretation is broadly distributed, but it is also obvious that the preeminent voice for interpreting the Constitution has become the Supreme Court. Accordingly, students spend the greater portion of the course with the analysis of cases, that is, the Court's opinion of what the Constitution means.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 390 - Silent Warfare: Intelligence Analysis and Statecraft**

Introduces students to the complex and crucial process of obtaining, analyzing, and producing intelligence in the making of American foreign policy. Subjects covered include problems with the structure of the intelligence community, covert action, psychological and bureaucratic constraints on analysts and policymakers, and how the intelligence community has responded to key threats. Students also explore ethical issues raised with intelligence gathering such as the use of enhanced interrogation techniques, the role of whistleblowers, and accountability of the intelligence community. By addressing these issues, students tackle critical problems associated with the collection, analysis, and use of intelligence to meet the

American national interest.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 410 - Our Constitutional Order: Continuity and Change (Study Group)**

An inquiry into the enduring principles and changing features of our constitutional order. Topics include the design of the founders (their underlying propositions about human nature and the common good, expectations for institutional performance, and hopes for the way of life fostered by this constitutional order), significant changes within this order (as marked by shifts in the underlying premises of the Supreme Court's interpretation of the Constitution and parallel realignments of the political party system), and contemporary features of institutions and political mores. The class meets as a daily seminar for the first two weeks of the program, then in weekly seminars for the following six weeks. Taught on the Washington DC study group.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 412 - Readings and Research on American Government (Study Group)**

Combines common readings pertaining to the internship (focusing on organization theory) and individualized readings on an independent research project. For the latter, students are encouraged to select topics that further enhance and complement the experiential learning of their internships. Taught on the Washington DC study group.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 414 - Seminar: Contemporary Policy Process (Study Group)**

An inquiry into the contemporary process by which policy is developed and enacted, with special attention to a case study of a subject currently under consideration in Washington. Previous topics have included reforms of welfare, Medicare and Medicaid, Social Security, and campaign finance. Questions include a) the role of interest groups, parties, political action committees, and the press; b) the impact of constitutional and contemporary structures and processes of decision making; and c) the desirability of reform of the constitutional system itself. This class meets as a daily seminar for the first two weeks after the term break, then in semi-weekly seminars for the next five weeks. Taught on the Washington DC study group.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 415 - Seminar: Social Justice Politics and Policy**

Focuses on the issues and problems confronting certain socially and politically marginalized groups in contemporary American society. Such groups include racial and ethnic minorities, the poor, women, and gays and lesbians. Of particular concern is how well these groups have fared in the American political arena, the sources of and constraints upon their political clout, and the political system's response to their concerns and demands. Students examine both the political process as it pertains to marginalized groups and also the major public policy developments affecting these groups. More specifically, students utilize traditional political science tools and methodologies in an attempt to disentangle the dynamic interplay between American political process, public policy, and the politics of social justice.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 416 - Seminar: Democratic Transitions and Consolidation**

What are the chances that the new democracies established around the world in the past century will survive? Most have had relatively free and honest elections; some have even had peaceful transfers of power later on; most are somewhere in the process of changing to market economies. But in many places, the quality of life has deteriorated in important respects, and democratization is stalemated by economic crises, ethnic and religious conflicts, low levels of political participation, crime, and other problems. This seminar explores democratic transitions - the removal of repressive regimes and the establishment of new democratic institutions - and democratic consolidation - the process of "deepening" democracy and making it sustainable. Major topics include the role of civil society, relationships between wealth and power, ethnic conflicts and national identity, political participation and accountability, building democratic cultures, and

models of democracy appropriate for different societies.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 418 - Seminar: Urbanism and Civil Society: Decline and ...?**

In this seminar, students consider both the life cycles of American industrial cities and the rise and fall of "urbanism"--informal, interpersonal processes of leadership, problem solving, and street-level self-government that took root as such cities developed and then eroded as they declined. Urbanism is one important variety of "social capital" and "civil society," and helps students understand such concepts in detail. With strong urbanism in place, an unambitious local government can succeed; without it, even the best ideas backed by generous funding are likely to fail. The class focuses on the city of New Haven, Connecticut, and close reading of several classic texts. Students use the "Sim City 4" urban simulator to explore the processes outlined in the readings, and build and analyze simulated cities of their own. More recent readings on urban trends and styles of development round out the class's consideration of the ways in which cities once governed themselves and of the problems they face in the future.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** POSC 150

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 420 - Seminar: Street-Level Bureaucracy**

We live in an age of bureaucratic organization. Bureaucracies defend us, educate us, collect our taxes, provide us with basic services, protect our health and safety, and occasionally kill us. Effective bureaucratic agencies are necessary for the creation and sustenance of modern, democratic government. At the same time, bureaucratic power can be a threat to democracy. Legislatures may pass laws, executives may issue orders, and courts may judge, but real governance happens when a soldier fires a gun, a teacher grades a paper, an inspector certifies an aircraft, and a police officer writes a speeding ticket. The difference between effective and dysfunctional bureaucracy at the street level--where governments and people interact--can make the difference between flourishing and failing democracy. This seminar offers an introduction to organizational theory and the politics of bureaucracy, with discussions and analysis centered on the HBO series "The Wire." Students learn classic theories and emerging research on human organization and bureaucratic politics by applying them to the characters and stories of the acclaimed television series.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** POSC 150 or PSYC 150 or ECON 151 or SOAN 204 or SOCI 201

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 425 - Seminar: The Challenge of Nationalism (Study Group)**

Examines the development of European nationalism, the challenge nationalism has posed to the international community in the 19th and 20th centuries, and the challenge world-wide nationalism continues to pose to international relations in the 21st century and beyond.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 430 - Seminar: Problems and Issues in Post-Mao China**

This seminar examines a selected set of problems and issues in the post-Mao reform of China's political system, including the role of ideology, mechanisms of control, the personnel and economic planning systems, the decision-making process, the character and role of the Communist Party, economic development strategies, and the succession of leadership.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 433 - Seminar: Topics in Globalization**

The seminar analyzes the political implications of economic trends and developments that affect the operation of the international system and its constituent parts: North-North, North-South, and South-South relations.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 434 - Seminar: Immigrants, Refugees, and the Politics of Borders**

This seminar examines themes in migration, citizenship, and belonging, in the context of South Asian migration world-wide, with special emphasis on the United States. The liberalization of American immigration law in the 1960s provides the basis for the discussion of push-pull factors of migration of South Asians from various states in the subcontinent (India, Pakistan, Bangladesh, Sri Lanka, Nepal). Today South Asians are deemed to be a model minority, a label that at the same time extols and dehumanizes South Asians depending on their class position and their country of origin. To counter the stereotypical narratives of



doctors and engineers on the one hand and cab drivers and convenience-store clerks on the other, students are encouraged to engage with various texts to recognize ethnic, linguistic, and religious diversity of South Asian migrants, and to consider the challenges of acculturation and assimilation as immigrants become citizens.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 436 - Seminar: Continuity and Change in International Politics**

An analysis of contemporary conceptual approaches to international politics and of the trends and developments that are altering some traditional assumptions about the nature of the international arena.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** Recommended for all international relations honors students and for students going to graduate school.

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 437 - Seminar: Democratization and Prospects for Peace and Prosperity**

This seminar examines the politics of democratic transition and the political and economic performance of existing democracies, with a focus on the developing world. The class pays particular attention to the distinctive challenges of democratizing amidst globalization and resurgent nationalism, and analyzes the effects of democratization on international and internal conflict, economic development, equity, and political stability. Students evaluate the current debate over how the US can aid democratization. Countries studied include Russia, Mexico, Turkey, and South Korea.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **POSC 441 - Seminar: Theories of State**

Due to the lingering legacy of colonialism, the economic effects of globalization, and the growth of transnational movements, the dominance of the state as the only form of political organization is in question today. The course will examine the revival of the theory of the state that has followed these developments and has yielded a rich and sophisticated literature. Topics may include: sovereignty, legitimation, and power.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 451 - Seminar: Africa in World Politics**

More than 50 years after formal independence, what is the contemporary condition of African countries? What has been the impact of economic and political reforms and the changing world order? What is the influence of foreign powers on African politics and development? This seminar discusses how Africa has featured in world politics since the advent of colonialism to the present. Topics include: slave trade, European exploration of Africa, and the establishment of the colonial trade. The majority of the course, however, focuses on the post-colonial period. Students examine the phenomenon of neo-colonialism, the involvement of Western and Asian powers in Africa, and the international aid regime. The course also focuses on some of the most important conflicts that took place on the continent, including in the Democratic Republic of Congo, Rwanda, Ivory Coast, and Mali.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 454 - Seminar: The Cold War and After**

This seminar considers the interrelationships between two great land-based nations, the US and Russia, which expanded territorially, developed economically, and emerged to strategic dominance at much the same time. It examines the competition between those two states, looks at the prospects for their cooperation, and how the end of the Cold War has created new opportunities and problems for each of them.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 455 - Seminar: American Foreign Policy**

The course focuses on theorists, thinkers, and critics of American foreign policy. Emphasis is on the values, strategies, and doctrines that have been the basis for our foreign relations, and on the perennial themes of isolationism, interventionism, realism, and idealism.

**Credits:** 1.00  
**Corequisite:** None

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 456 - Seminar: War - Theories and Practices**

Theories of warfare and explanations of the outbreak of war are the focus of this course. Explanations of warfare as a general characteristic of the international system and case studies are examined, as is the evidence on the economic, political, and social consequences of war. The course deals both with general patterns and with particular 20th-century wars.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** POSC 152 or POSC 232  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 464 - Seminar: Freedom and Authority in Modern Political Philosophy**

What is freedom and how much freedom is good for society? What kind of justification do political theorists offer in defense of freedom? The course will examine the great debates about the nature of freedom and the conditions of a free society. Students will also discuss the relation between freedom or liberty and other competing values, such as equality, security, and virtue to understand the balance of ideals in practical political life. Readings will be selected from liberal thinkers such as Mill, Kant, Adam Smith, and Isaiah Berlin as well as from critics of classical liberalism such as Marx and Nietzsche.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 466 - Seminar: Towards 1789: The Historical Development of American Constitutionalism**

In this seminar, the development of constitutional and political thought in the Founding era is explored through two principal foci: the constitutional crisis in the British Empire that led to the issuance of the Declaration of Independence, and the debates in the Philadelphia Convention that framed The Constitution of 1789. The seminar's reading will, therefore, emphasize the Journals of the Continental Congress and the Records of the Federal Convention of 1787. Seminar participants will come to understand, through an intimate familiarity with what was actually written or said in the two most important bodies that shaped American constitutionalism and political institutions, how the Founders themselves actually understood what they hoped to achieve.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 467 - Seminar: Modern Theories of Justice**

Develops an appreciation of conflicting and alternative approaches to these questions: What is "just?" What do differences in theories reveal about contemporary understanding of justice and the possibility of rational resolution of controversies concerning the nature of rights, economic distribution, civil rights, and political obligations?

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 469 - Seminar: Constitutional Theory**

Using the Constitution of the United States as its central case, the seminar examines the theory and practice of constitutions and constitutionalism. Students consider such questions as: What is a constitution? Why have one? What does it mean to "have" a constitution (what are the possible relations between the text and practice)? What are the distinct forms of constitutional government and what are their advantages and disadvantages? To what extent should we consider a constitution a cause or effect of political culture? How should one interpret a constitution; to what extent are the terms of American debate—such as originalism v. nonoriginalism—found in other countries? As the form of government to which most countries aspire today (or the form they claim to be), liberal democracy seems to have pride of place, but why? Is it the right answer to the ancient question of the "best regime"? Or perhaps the best practicable regime? Do the forces of history favor its existence, or does this depend more fundamentally on acts of statesmanship?

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **POSC 472 - Seminar: Post Cold War Conflict Resolution**

This seminar aims to better understand the phenomenon of international conflicts and wars as well as of their ending by peaceful means. The course begins with reviewing the theoretical literature explaining the causes of war and the conditions determining the forms and patterns of their management and settlement, with an emphasis on the complex shift from protracted conflict to diplomacy, stabilization of coexistence and peace in domestic, regional and international contexts. This part also includes a critical approach to theories of ripeness, international mediation and incentives; cultural gaps and social and psychological obstacles in the process of conflict settlement. Empirically, the course focuses on the case of the Arab-Israeli conflict and

the American involvement in the efforts to bring about its settlement. This part assumes a regional approach which examines the ability of individual Arab and Muslim states to act as autonomously of compelling pan-Arab and pan-Islamic ideologies.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 475 - Seminar: Philosophies of Law: Theory and Practice**

Introduces students to philosophies of law as found in theories of natural law, international law, and positive law. Students examine the question of whether there are universal norms of morality and justice that transcend the diversity of cultures and the claims of multiculturalism. Students also examine the 'higher law' background of constitutions, legal systems, social movements, and international organizations. Readings will be selected from writings of classical Greek and Roman philosophers, medieval scholastics, modern creators of international law, the American founders, and contemporary philosophers of human rights and cultural relativism.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **POSC 498 - Honors Seminar**

This course sequence is designed to provide the training and supervision for a select group of students to write honors theses in political science.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **POSC 499 - Honors Seminar**

This course sequence is designed to provide the training and supervision for a select group of students to write honors theses in political science.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** POSC 498  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **PSYC 109 - Contemporary Issues in Psychological Science**

A course in specific topics offered by various staff members. Students should contact the department regarding the topics offered during any given term. This course does not fulfill the prerequisite for PSYC 200.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 150 - Introduction to Psychological Science**

Introduces students to the scientific study of human behavior. Topics include biological foundations of behavior, learning, cognition, sensation and perception, development over the life span, emotion and motivation, personality, social thinking and behavior, and the causes and treatment of psychological disorders.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** Only First-year, Sophomore  
**Recommended:** Psychology majors should complete this course by the end of the sophomore year.  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 200 - Research Methods in Psychological Science**

An introduction to research methods in psychological science. Provides experience in developing the following skills: critically reviewing scientific literature, formulating testable research hypotheses, designing

experiments, measuring behavior, interpreting research results, and writing and presenting research reports.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 150 or NEUR 170 or PSYC 170

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Recommended:** Psychology majors should take this course during the sophomore year

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PSYC 200L - Research Methods in Psychology Lab**

Required corequisite to PSYC 200.

**Credits:** 0.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PSYC 250 - Human Cognition**

Cognitive psychology is a scientific approach to understanding the functioning of the human mind and its relationship to behavior. This course explores recent empirical work in both the theoretical and practical aspects of a variety of issues related to cognition. Topics covered include pattern recognition, attention, mental representation, memory, problem solving, and development of expertise, reasoning, and intelligence.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 150 or NEUR 170 or PSYC 170

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PSYC 251 - Learning and Cognition**

One of the most fundamental influences on thoughts, behaviors, and attitudes is learning. This course addresses major topics in learning and cognition including learning through association, reinforcement and punishment, the role of evolution in learning, and learning in human and non-human animals. Students explore the cognitive processes of attention, memory, and concept formation, and their role in learning, and various applications of learning, including education, advertising, and addictions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 150 or PSYC 170 or NEUR 170

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 261 - Personality Psychology**

Explores approaches to understanding the emotional, social, and behavioral functioning of the individual person. This course traces the study of personality from classic theories based on clinical observations to contemporary theories based on empirical research. Students learn about the field's major debates and research findings, and analyze individual cases as a means of illustrating and applying each theory. The ultimate goal of the course is to have students integrate the knowledge they have gained to form a coherent understanding of the person.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 150

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Restrictions:** Not open to students who have received credit for PSYC 260.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 262 - Psychopathology**

Our understanding of mental health issues and disorders is continually expanding. This course aims to broaden students' understanding of psychopathology and current mental health disorders, to strengthen students' abilities to recognize problematic behaviors and to determine what to do in the face of them, and to encourage critical interpretation of current theories and findings in psychopathology. Students will consider multicultural issues and current empirical research on mental health disorders.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 150

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 263 - Social Psychology**

A survey of social psychology, the scientific study of human feeling, thinking, and behavior in social contexts. The course considers both proximate (immediate) influences on behavior, such as the immediate social situation as well as distal (more remote) influences on behavior, such as human evolution. Topics include social attitudes, judgment and decision making, persuasion, conformity, close relationships, altruism, aggression, prejudice, and intergroup conflict. The application of social psychology to education, health, and economics is also examined.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 150

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Restrictions:** Not open to students who have received credit for PSYC 260.



**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 264 - Child Psychology**

How do humans grow and change from the prenatal period through adolescence? What factors influence development, and how do the contexts in which children spend their time help to determine development? These are the major questions considered in this survey of the various domains of development--primarily social, emotional, and cognitive--and the settings in which development occurs--with family, with peers, in schools, for example. Students learn about theory and empirical research on human development, and they also consider how this research can be applied when working with children.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 150

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Restrictions:** Not open to students who have taken EDUC 204.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 275 - Biological Psychology**

Focuses on issues concerning cellular and behavioral/cognitive neuroscience and is designed for students majoring in psychological science. The first part covers neuroanatomy, neuronal structure and function, brain evolution and development, movement, and cellular models of memory. The second and third parts take students through cognitive neuroscience, sensory systems, sleep and dreaming, language, emotion, ingestive behaviors, psychopathology, and cognitive aspects of learning and memory. Also teaches basic methodology so that students learn the many ways to ask and answer questions about brain and behavior in humans and non-humans alike. Normally does not count towards the neuroscience major.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 150

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Restrictions:** Not open to students who have completed NEUR 170 (formerly crosslisted as PSYC 270)

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 300CO - Topics in Cognition**

An intermediate-level course in specific psychological science topics offered by various staff members. Students should contact the department regarding the topics offered during any given term.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 300NE - Topics in Neuroscience**

An intermediate-level course in specific neuroscience topics offered by various staff members. Students should contact the department regarding the topics offered during any given term.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who have either received credit for or are currently enrolled in NEUR 378.

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 300SO - Topics in Social, Developmental, Personality, or Clinical Psychology**

An intermediate-level course in specific social, developmental, personality or clinical science topics offered by various staff members. Students should contact the department regarding the topics offered during any given term.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 301CO - Topics in Psychology**

An intermediate-level course in specific psychology topics offered by various staff members. Students should contact the department regarding the topics offered during any given term. Prerequisite: PSYC 200 or permission of instructor.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 309 - Quantitative Methods in Behavioral Research**

An introduction to statistical procedures and quantitative concepts used in psychological science, this course emphasizes principles of research design and analysis in the behavioral sciences.

**Credits:** 1.00  
**Corequisite:** PSYC 309L  
**Prerequisites:** PSYC 150 or PSYC 170 or NEUR 170  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** Psychology majors should complete this course by the end of the junior year.  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 309L - Quantitative Methods in Behavioral Research Lab**

Required corequisite to PSYC 309.

**Credits:** 0.00  
**Corequisite:** PSYC 309  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 341 - Psychological Criminology**

An introduction to concepts of psychological criminology. The primary aim is to understand the factors that make a person a criminal. A number of factors are examined, including evolutionary, biological, personality, developmental, environmental, cognitive, and behavioral perspectives. Interactions between individual differences and environmental influences are also examined. Related topics, such as psychopathology and substance use, are discussed. The course includes the analysis of individual cases, and special consideration is given to prevention and treatment initiatives.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PSYC 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 342 - Close Relationships**

Relationships can be a source of great joy when they go well and great sorrow when they go wrong. Although scholars and everyday people have always been interested in understanding relationships, only in the past 30 years or so have behavioral researchers turned their attention to understanding the processes that regulate behavior in meaningful relationships with friends, family, and romantic partners. This course will explore leading theories and empirical studies in the literature on adult relationships.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 351 - Attention and Memory**

Attention and memory are at the core of how humans come to know and act on the world as well as forming the basis of who they are as individuals. This course is not a survey as it focuses on a few areas within attention and memory and studies these areas in depth, exploring seminal and current theories and empirical findings in human attention and memory from a cognitive perspective. Examples of problems which may be addressed include bottom-up vs. top-down attention allocation, dual-task performance, inhibition and attention control, attention and working memory, memory for skills, auto-biographical and emotional memories, memory impairments, and memory in everyday life (e.g., memory loss with age, Alzheimer's dementia, alcoholic dementia).

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 200 and (PSYC 250 or PSYC 251)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 352 - Origins of Human Thought**

Studies the origins of human thought from a variety of perspectives, including developmental, cross-cultural, and comparative. Each of these perspectives provides unique evidence concerning "origins." Developmental psychology examines the origins of thought within the lifespan of the individual within a particular culture; cross-cultural psychology examines the degree to which ways of thinking originate culturally; comparative psychology studies the evolutionary origins of thinking by making comparisons among species. These different approaches to studying "origins" are applied to a few focused topics in human cognition, such as origins of speech, concepts and categories, perception of objects, and perception of music.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 353 - Visual Perception and Cognition**

Focuses on the visual sensory and cognitive processes that enable humans to elaborate a mental model of the physical world. The course examines the ways humans internally represent external objects and how events in turn influence their perceptions. Readings focus on the behavioral and neurophysiological aspects of low-level vision and face recognition, visual awareness and attention, and mental imagery.

**Credits:** 1.00

**Crosslisted:** NEUR 353

**Corequisite:** None

**Prerequisites:** PSYC 250 or PSYC 251

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** PSYC 200

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 355 - Language and Thought**

Language is a distinctive human ability that distances humans from the rest of the animal kingdom - including chimpanzees, with whom people share 98 percent of the same genetic inheritance. Although language is considered as primarily serving communication in its advanced form, it is also an important vehicle for thought, with the potential to extend, refine, and direct thinking. The interaction of language with other cognitive abilities is the central focus of the course. Students compare the communication systems of other species with human language, examine efforts to teach human language to apes, learn how psycholinguists conceptualize and investigate language-mind relationships, and inquire into the cognitive abilities of various types of language users, such as bilinguals and deaf and hearing signers. Attention also is given to evolutionary changes in the neural structures implicated in human language and to neural processes constraining the developmental course of language acquisition.

**Credits:** 1.00

**Crosslisted:** NEUR 355

**Corequisite:** None

**Prerequisites:** PSYC 170 or NEUR 170 or PSYC 250 or PSYC 251 or PSYC 275

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 360 - Bonding across Boundaries: A Service Learning Experience**

This course explores relationship and group process among school-aged children with and without disabilities. First, students review normative and atypical social development and examine the ways in which children typically include and exclude one another in their social groups. Students then review interventions that have been used to encourage cooperation and facilitate positive relationships among children from different backgrounds. Finally, the class explores the use of music and drama to facilitate the development of social connection in children. With this background, students participate in an extensive service-learning project where they are directly responsible for the development and implementation of a 6-week drama and music workshop for local children with and without disabilities. The final weeks of the seminar are devoted to evaluating the project both empirically and qualitatively.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 363 or EDUC 307

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 361 - Psychotherapy and Behavior Change**

Explores the major models of psychological treatment in adults and children. Each treatment model is examined in terms of its perspective on human behavior and psychopathology, its mechanisms and techniques of therapeutic change, and its empirical evidence. Also addressed are some of the recurring controversies in the field of clinical psychology: Should clinical research and practice inform each other and, if so, how? Can the disparate treatment models and their implicit world-views be integrated? To what extent is lasting behavior change possible?

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PSYC 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 362 - Social Bonds**

Explores the ontogenetic (developmental) and phylogenetic (evolutionary) roots underlying human social relationships. Social bonds are traced through the lifespan, beginning with parent-infant attachments, moving next to peer relationships, and ending with pair bonds. Students examine the interplay of social cognition, social perception, emotion, and communication in human sociability. Patterns underlying human social bonds are deciphered using research from child, social, cross-cultural, evolutionary, biological, and comparative psychology.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PSYC 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 363 - Developmental Psychopathology**

Introduces the study of psychological problems in the context of human development. Using a broad, integrative framework, the course examines childhood psychological problems from a variety of perspectives (genetic, biological, temperament, socioemotional, family, and cultural). Syndromes that often first appear in childhood and adolescence are discussed, including autism, attention deficit/hyperactivity disorder, conduct disorder and youth violence, depression and suicide, anxiety disorders, and eating disorders. The course also examines developmental resilience, environments that place children at risk for poor outcomes, and prevention.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PSYC 200

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 364 - Human Motivation**

Motivation is the energy behind human actions. Can people control their own desires? How do emotions energize behavior? What satisfactions contribute to a happy life? These questions are of interest to psychologists studying human motivation. This course begins by examining basic biological motives, such as hunger and aggression, and progresses toward the study of more complex motivational phenomena such as curiosity, striving for success, and falling in love. By drawing from physiological, cognitive, social, and personality psychology, this course provides a unique opportunity to examine some of the most interesting questions in psychology from a variety of perspectives.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PSYC 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 365 - Cross-Cultural Human Development**

To what degree does culture shape and constrain the development of human ability, thought, and behavior? What features of human behavior lie beyond culture's reach? In pursuing these questions, students study how sensorimotor, perceptual, emotional, cognitive, social, and personality development proceed in diverse cultural contexts. Theories of human development and the cross-cultural methodologies used to test them are critiqued in detail. Inquiry is framed by an understanding of cultural and biological evolution and incorporates readings from developmental and cross-cultural psychological science, and from anthropology and sociology.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PSYC 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** PSYC 309 is recommended.  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 366 - Psychology of Leadership**

An exploration of the psychological forces that give root to human dominance, hierarchy, and leadership. Guided by evolutionary, developmental, and cross-cultural perspectives, questions about social power and leadership are addressed using empirical literature: To what degree are motives for social dominance--and social docility--embedded in human nature and traceable through primate evolution? What traits and competencies distinguish leaders from followers, how early do these differences develop, and is the pattern the same for girls and boys, and for men and women, across the globe? How do some leaders and groups cultivate followers so devoted that they adhere to destructive directives? Contemporary problems in leadership provide illustrations.

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This PDF is an extract of the full online catalogue as of August 1, 2018. Therefore, there may be some differences with the live web pages and links or other interactive content will not work.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PSYC 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 367 - Advanced Social Psychology**

Perhaps more than anything else, people think about other people- the people with whom they are close, those who shape conceptions of the self, motivate behavior, and produce strong emotional reactions. The field of social psychology is devoted to understanding how people feel about, think about, and interact with others. This advanced social psychology seminar offers a contemporary, in-depth exploration of different topic areas within the field of social psychology. Students investigate primary literature on some of the most vexing, provocative, and important issues of our time.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PSYC 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 368 - Prejudice and Racism**

Provides a survey of the psychology of prejudice and racism, the scientific study of human feeling, thinking, and behavior in situations involving conflict between groups. More broadly, the course examines the psychological factors that contribute to the perpetuation of inequality and discrimination. Students consider both proximate (immediate) influences on behavior, such as the immediate social situation, as well as distal (more remote) influences on behavior, such as human evolution. Both motivational approaches to understanding prejudice (e.g., explaining prejudice as a consequence of the desire for social dominance) as well as cognitive approaches (e.g., explaining prejudice as a byproduct of automatic associations people learn) are examined.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** PSYC 200  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Natural Sciences & Mathematics  
**Liberal Arts CORE:** None

### **PSYC 369 - Industrial/Organizational Psychology**

Most adults spend the majority of their waking hours working. This is a greater investment of time and energy than is made into any other single endeavor. Thus, understanding the reasons why people work, the psychological dynamics of the workplace, and the potential benefits and costs of various work situations is of considerable practical importance. This course introduces students to the field of industrial/organizational (I/O) psychology, with an emphasis on studying the workplace as an important context for human



interaction, the realization of personal goals, and the development of competencies. Students also discuss the role that I/O psychologists play in organizations.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PSYC 372 - Health Psychology**

Health psychologists seek to understand the relationships among psychological factors, behavior, and physical health. Topics covered in this course include the effects of stress, depression, and personality characteristics on people's susceptibility to and recovery from illness; the role of psychotherapy, social support, and meditation in helping people with chronic illnesses survive longer; and the significance of psychological factors in alternative medical treatments such as acupuncture. The course also considers in detail how the nervous, endocrine, and immune systems interact to mediate the relationship between psychological processes and physical health.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** NEUR 170 or PSYC 170 or PSYC 275

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PSYC 373 - Brain, Physiology, and Behavior**

What is the relationship among brain, physiology, and behavior in humans and animals? What can we learn about the relationship of brain and behavior that can be useful for understanding and treating psychological and behavioral disorders in humans? This course examines a wide variety of research strategies used in the contemporary study of brain, physiology, and behavior.

**Credits:** 1.00

**Crosslisted:** NEUR 373

**Corequisite:** None

**Prerequisites:** NEUR 170 or PSYC 170 or PSYC 275

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PSYC 375 - Cognitive Neuroscience**

Cognitive neuroscience is an interdisciplinary field - drawing from chemistry, biology, medicine, neuroscience, psychology and philosophy - that explores the relationship between the mind and the brain. The scope of this course is broad, focusing on brain mechanisms for such diverse processes as sensation and perception, attention, memory, emotion, language, and consciousness. Students read primary journal articles on case studies from the clinical literature of patients with localized brain damage and reports from

the experimental and neuroimaging literature on the effects of invasive and noninvasive manipulations in normal subjects. Mind-brain relationships are considered in the context of cognitive theories, evolutionary comparisons, and human development.

**Credits:** 1.00

**Crosslisted:** NEUR 375

**Corequisite:** None

**Prerequisites:** (NEUR 170 or PSYC 170 or PSYC 275)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** PSYC 200

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 376 - Functional Neuroanatomy and Neural Development**

The first quarter of the course focuses on mechanisms of neural development including proliferation of stem cells, migration, differentiation, and synapse formation. The latter portion of the class examines the function of neuroanatomical regions and their relationship to the variety of symptoms associated with schizophrenia. As the more overt symptoms of schizophrenia do not appear until late adolescence, knowing how and when various regions of the brain develop is essential for understanding the emergence of various neurological deficits in this disease.

**Credits:** 1.00

**Crosslisted:** NEUR 376

**Corequisite:** None

**Prerequisites:** (NEUR 170 or PSYC 170 or PSYC 275) and (BIOL 182 or BIOL 212)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 377 - Psychopharmacology**

Discussion on the effects of drugs upon psychological processes and behavior in humans. Readings in the textbook treat the mechanisms of action (physiological and neurochemical) of various classes of drugs used in therapy or "on the street." Readings in professional journals illustrate the experimental study of drug effects in humans and in animals.

**Credits:** 1.00

**Crosslisted:** NEUR 377

**Corequisite:** None

**Prerequisites:** (NEUR 170 or PSYC 170 or PSYC 275) and PSYC 200

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 379 - Fundamentals of Neurochemistry/Neuropharmacology**

Focuses on two diseases: relapsing-remitting multiple sclerosis and idiopathic Alzheimer's disease. The initial portion of the course examines the various methods neurochemists utilize to answer questions about

these two diseases. The remainder of the course focuses on the epidemiological, neuroanatomical, cellular, biochemical, and molecular aspects of the two diseases. Multiple sclerosis is a more intercellular question examining the interaction of immune cells and the glia of the nervous system whereas Alzheimer's disease tends to focus more on intracellular mechanisms leading to the synthesis of beta-amyloid and the formation of neurofibrillary tangles, the two hallmarks of this disease.

**Credits:** 1.00

**Crosslisted:** NEUR 379

**Corequisite:** PSYC 379L

**Prerequisites:** (PSYC 170 or PSYC 275 or NEUR 170) and (BIOL 182 or BIOL 212) and CHEM 263

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 379L - Fundamentals of Neurochemistry/Neuropharmacology Lab**

Required corequisite to PSYC 379.

**Credits:** 0.00

**Corequisite:** PSYC 379

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 381 - Behavioral Genetics**

Nature and nurture both play a fundamental role in the development of behavioral traits; how genes interact with environments shape the development of various behavioral traits. The course takes an interdisciplinary approach that integrates studies in genetics, neuroscience, and behavior with a comparative approach to explore human and other animal models; and the traditional behavioral genetic methodologies as well as modern molecular genetic techniques.

**Credits:** 1.00

**Crosslisted:** NEUR 381

**Corequisite:** None

**Prerequisites:** NEUR 170 or PSYC 170

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 384 - Fundamentals of Neurophysiology**

This seminar and laboratory course examines the physiology of the nervous system. Topics include ion channel structure and function, synaptic transmission, second messenger systems, neuromodulation, the neurophysiological basis of behavior in "simple" animals, the evolution of neural circuits, the cellular basis of learning and memory, and the cellular basis of selected human nervous system diseases.

**Credits:** 1.00

**Crosslisted:** BIOL 384 & NEUR 384

**Corequisite:** None

**Prerequisites:** NEUR 170 or PSYC 170 or PSYC 275 or BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 385 - Neuroethology**

Neuroethology is a sub-field of neuroscience focused on the study of the neural basis of natural behavior. Many types of behavior and a wide array of animals are studied, and the approach is often comparative and evolutionary. Students delve into the neuroethological literature, examining the neural basis of animal communication, navigation, movement, sensory processing, feeding, aggression, and learning.

**Credits:** 1.00

**Crosslisted:** BIOL 385 & NEUR 385

**Corequisite:** PSYC 385L

**Prerequisites:** NEUR 170 or PSYC 170 or PSYC 275 or BIOL 182 or BIOL 212

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Recommended:** PSYC 309 or BIOL 220

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 385L - Neuroethology Lab**

Required corequisite to PSYC 385. Laboratory exercises teach methods of behavioral analysis and electrophysiological recording techniques.

**Credits:** 0.25

**Corequisite:** PSYC 385

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

### **PSYC 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PSYC 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PSYC 498 - Senior Research**

Psychological science majors plan and carry out one-term research projects under the guidance of faculty members in the Psychological and Brain Sciences department. For those who wish to be considered for honors or high honors, two-term thesis projects are required. Honors students may fulfill the requirement for two semesters of research by enrolling in PSYC 498 in the fall and PSYC 499 in the spring semester. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking PSYC 498 in the fall and PSYC 491 in the spring. With permission, PSYC 450, or PSYC 460, when offered, may be substituted for PSYC 498.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 150 and PSYC 200 and PSYC 309 and one other 300-level course

**Major/Minor Restrictions:** Only Psychology Majors and Minors

**Class Restriction:** Only Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **PSYC 499 - Senior Research**

Psychological science majors plan and carry out one-term research projects under the guidance of faculty members in the Psychological and Brain Science department. For those who wish to be considered for honors or high honors, two-term thesis projects are required. Honors students may fulfill the requirement for two semesters of research by enrolling in PSYC 498 in the fall and PSYC 499 in the spring semester. On occasion, students who are not pursuing honors or high honors may complete two semesters of senior research by taking PSYC 498 in the fall and PSYC 491 in the spring. With permission, PSYC 450, or PSYC 460, when offered, may be substituted for PSYC 498.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** PSYC 498

**Major/Minor Restrictions:** Only Psychology Majors and Minors

**Class Restriction:** Only Senior

**Area of Inquiry:** Natural Sciences & Mathematics

**Liberal Arts CORE:** None

## **RELG 101 - The World's Religions**

An introduction to the variety of the world's religions, such as Buddhism, Christianity, Hinduism, Islam, Judaism, and the indigenous faiths of Africa and America. The course explores and compares religious beliefs, values, practices, rituals, texts, images, and stories, in their historical, cultural, and political contexts. It examines diversity and concordance within each tradition, encouraging students to reflect thoughtfully on the nature of religion and the ways it shapes communities and individuals through the world.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** RELG 202

## **RELG 102 - Religion and the Contemporary World**

Explores the mutual impact between religions and contemporary global issues. How do diverse religious individuals and communities address the prominent moral concerns of our times? What do religions offer the contemporary world, especially in an era in which secular, atheistic, and spiritual critics alike have singled out religion as a noxious influence in human society? Potential topics of focus include terrorism, genocide, religion and politics, war, gender and sexuality, health and medicine, poverty and class disparity, environmental justice, science and technology, and secularization. In examining such questions the class serves to sharpen students' present-day understanding of religion and to provide students with a framework for making sense of some of today's most controversial political, social, and philosophical issues.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** RELG 201.

## **RELG 203 - Comparative Religious Ethics**

Examines the ethical dimensions of a variety of religious traditions and considers them in light of one another. As a comparative course in the study of religion it aims to give students a better sense of what role religious traditions play in cultivating forms of moral thought and behavior, and how specific traditions might begin to think about ethical issues. That is, students investigate how these traditions envision morality as such but also how they think concretely about violence, gender, poverty, and the value of human life. This comparative approach to the study of religion ultimately hopes to prompt students toward a consideration of what is, as well as what is not, ethical about these traditions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 204 - Hindu Mythology**

An exploration of the Hindu gods and goddesses of India through their myths. For centuries Indians have been telling stories about the gods through sacred scripture, folklore, and pilgrimage traditions, and more recently in comic books, television series, and films. Through close readings of India's mythic and epic texts communicated through diverse media, students gain an introduction to Hinduism as a dynamic, living religious tradition. Anyone attempting to understand the complexities of Indian culture, politics, and society soon encounters the gods and goddesses of the Hindu tradition. Besides introducing student to these fascinating figures and their stories, the course seeks to explore broader questions in the study of religion including the politics of gendered visions of the divine, and the effects of the medium on the transmission of religious messages.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 207 - Chinese Ways of Thought**

Provides an introduction to the Chinese worldview, examining Chinese philosophical and religious thought from the Warring States period (453-221 BCE), Neo-Confucian thought from the Song Dynasty (960-1279), and later periods. Classical Chinese thought was defined by the violence of the times and was therefore directed toward the question of how social harmony might be established and maintained. Later Confucian thought, under the influence of Buddhism, introduced additional questions about ethics and the human relationship to the cosmos. These intellectual traditions influenced generations of Chinese scholars and officials, and they also give insight into some of the unique aspects of Chinese society today. The course considers attempts by modern-day scholars ("New Confucians") to apply Chinese thought to contemporary ethical and political problems.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 208 - The Hebrew Bible in America**

The Bible is not only the best-selling book in America, but is arguably the book that has most profoundly shaped the United States. This course is an introduction to the Hebrew Bible/Old Testament in its American contexts, particularly American public life. In reading the Hebrew Bible, students ask themselves how these scriptures have shaped American politics, culture, history, and literature. Who has used the Bible and how? To whom does the Bible now speak, and what does it say? In what sense is the Bible understood to be an American text? This course presumes no knowledge of the Christian or Jewish Bibles.

**Credits:** 1.00

**Crosslisted:** JWST 208

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 209 - Jesus and Justice: Ancient and Modern Debates**

What has Jesus to do with justice? This course explores contemporary uses of Christian scriptures by social justice movements and their critics. Students will focus on texts written by early followers of Jesus, including those that became part of the "New Testament," as well as works banned from that collection. Students will also consider the legacy of these ancient writings for current debates about the structures underlying racial, gender, LGBTQ, interfaith, class, and environmental justice movements. This introductory discussion-based course is open to all students, whether or not you identify as "Christian."

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 213 - The Bible as/and Literature**

What role does literary art play in the shaping of biblical narrative? How does the construction of the sacred text reflect its theological meaning? The religious vision of the Bible is given depth and subtlety precisely by being conveyed literarily; thus, the primary concern in this course is with the literature and literary influence of the received text of the Bible rather than with the history of the text's creation. As students read through the canon they establish the boundaries of the texts studied, distinguish the type(s) of literature found in them, examine their prose and poetic qualities, and identify their surface structures. Students also consider the literary legacy of the Bible and the many ways that subsequent writers have revisited its stories.

**Credits:** 1.00  
**Crosslisted:** JWST 213  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 214 - Introduction to the Qur'an**

Designed to introduce the various ways in which the Qur'an has been received in history and continues to be received today. Students examine the theological, legal, literary, historical, mystical, and modern approaches to the Qur'an in an attempt to understand holistically various methods of exegesis and their ramifications. The class engages in the debates that have historically surrounded the Qur'an and explore methods of interpretation both classical and modern, especially those of fundamentalists, reformists, and feminists.

**Credits:** 1.00  
**Crosslisted:** MIST 214



**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 216 - Life of Muhammad**

A historical study of the life of Muhammad, from his birth in 570 CE to his death in 632 CE. The course includes (1) an in-depth introduction to the genres of hadith and sira literature, as well as the major works in those genres, the history of their compilation, and an evaluation of various authors and their works, from the perspectives of both Islamic and Western scholarship; (2) a biographical study of the life of Muhammad and his position in Muslim thought as the ideal exemplar; and (3) an examination of the lives of the women around Muhammad.

**Credits:** 1.00  
**Crosslisted:** MIST 216  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 222 - Comparative Scripture**

Based on comparative scriptural analysis or what is now called "Scriptural Reasoning." The focus will be on close readings of the Hebrew Bible, New Testament, and Qur'an with an eye to common themes and differences. Students will engage in a comparison of interpretive traditions in Judaism, Christianity and Islam to see how particular scriptural passages are understood in the religious traditions. The course will also spend time studying the ways in which scriptural reasoning has been used as a form of religious conflict resolution and peace-building in situations of conflict in the UK and Middle East.

**Credits:** 1.00  
**Crosslisted:** JWST 222  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 226 - Reason, Religion, and God**

Examines the similarities and differences between rational and religious understandings of God. By pursuing close readings of classic texts in the field of philosophy of religion, this course considers how both philosophical and religious ideas are often developed together. Students explore various arguments about the rationality of God as responses to wider intellectual, cultural, and historical contexts in which they are made and to the specific shape and needs of a particular religious tradition (e.g., Catholicism, Protestantism, or Judaism). Students also explore the "rationality" of religious forms such as scripture, symbol, ritual, and prayer. In different semesters, select themes such as revelation, theodicy (the justification of God in the face

of human suffering), providence and free will, or the theism/atheism debate are investigated.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 228 - Jerusalem: City of Gods**

An introduction to the religious traditions of Judaism, Christianity, and Islam. In learning about the three Abrahamic religions and their sacred spaces, students are exposed to key themes in the study of religion (scripture and interpretation, feasting and fasting, pilgrimage, sanctuary and sacred space, ritual and worship) and to the particular theme of each religion's conceptions of Jerusalem. The course foregrounds the ways that each tradition understands the city as a symbol—as a holy city, a city of God, a centre of the cosmos. As importantly, it explores how religion is lived within the city's sacred geography, investigating the religious practices and sacred sites of Judaism, Christianity, and Islam in Jerusalem.

**Credits:** 1.00

**Crosslisted:** JWST 228

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 230 - Feasting and Fasting: Religion and Food**

Examines a range of religious and cultural attitudes about food. What foods are celebrated? What foods forbidden? Who can eat what and when? Through a comparative approach to food restrictions and injunctions, feasts and fasts, and food-based rituals and liturgies in Jewish, Christian, Muslim, and Hindu traditions, students investigate the role food plays in defining religious boundaries and identities.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 232 - Health and Healing in Asian Religions**

A look at how illness, health, and healing are understood and experienced in parts of Asia where illness is not defined merely as a physiological problem, but is also seen to have important spiritual, aesthetic, social, and political causes and effects. Similarly, while biomedicine defines health as the absence of disease, in traditional Chinese and Indian medicine, health is about achieving balance between different elements in the body, such as wind, water, and fire. Students will develop an appreciation for the culturally and historically patterned ways in which people come to identify and treat bodily, psychological, and social distress. For

instance, students will examine spirit possession in a variety of contexts as both a form of affliction and as a mode of healing. Students will look at the role of traditional healers; how cultures vary in what they consider to be the causes of illness; who gets sick; what forms illness takes; and how the social, political, and aesthetic dimensions of health and healing affect treatment outcomes. Readings will be drawn from the fields of ethnomedicine, medical anthropology, and the anthropology of religion, to explore how illness and health are conceptualized and experienced in different cultures and across different sites of healing.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 234 - Women and Religious Traditions**

Examines autobiographical, biographical, descriptive, and historical materials that present and analyze the lives of women in the context of various religious traditions. In a given term, students focus upon specific geographical areas, historical periods, and/or religious traditions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 235 - Religion, War, Peace, and Reconciliation**

This is a course on the role and function of religion toward peace and reconciliation. Students examine the scriptural, theological, and ethical teachings of various religions on justice, conflict resolution, peace, and reconciliation. Students also examine the theological writings on justice, war, and peace by Augustine, Aquinas, Luther, and Schleiermacher. Using concrete case studies of conflict and reconciliation, students explore the teachings of African religion, Buddhism, Christianity, Hinduism, Judaism, and Islam on nonviolence, peace making, relationship of peace and justice, as well as evaluate the negative and positive contributions of these religions toward conflict. Students examine religious and interreligious conflicts (Northern Ireland, India/Pakistan), religious language and symbols (Rwanda), current attempts at peace reconciliations (Bosnia, Liberia), and the role of religions and the causes of situations of conflict (the Middle East). Of particular interest is an examination of situations in which the political process was shaped and defined to a greater degree by religious leaders and their communities (South Africa).

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 236 - Religion, Science, and the Environment**

In the 17th century, religion lost its claim to the cosmos; the religious knowledge of the order of nature ceased to possess any legitimacy in the new paradigm of science that came to dominate the West. Until the 1960s, Christian thinkers considered it the great glory of Christianity that it alone among the world's religions had permitted purely secular science to develop in a civilization in which it was dominant. After several centuries of an ever-increasing eclipse of the religious significance of nature in the West and neglect of the order of nature, humans are now experiencing environmental crisis: global warming; the destruction of the ozone layer; climatic and weather pattern changes; soil erosion; death of animals, birds, and marine life; and the disappearance of some plant species. Today the very fabric of life is threatened and the future of our world hangs in the balance as nature is threatened by destruction caused by an environmental crisis that has gone unchecked for several centuries. What can be learned from religions of the world that will save humanity and nature? What is the relationship between religion, nature, science, and technology? Discussions include views from various religious traditions concerning nature, concept of the human, notions of progress and destiny, faith and science, ecological theology, ecofeminism, justice and sustainability, and spirituality.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 240 - Religion and Terrorism**

Terrorists are often driven by extremist beliefs staunchly rooted in religious, racial, and ethical rationales for torture, violence, and genocide. The course provides a theoretical and empirical understanding, and explanation of terrorism. While tracing the history of terrorism to the ancient West, students will also identify various analytical approaches to the study of terrorism, recognize terrorist groups, and review terrorist tactics. Students will examine the ways that states counter terror, and the choices and the tradeoffs states face when confronting terrorism. Students will examine terrorist individuals and groups in Buddhism, Christianity, Hinduism, Judaism, Islam, and Sikhism such as the Ku Klux Klan, Timothy Mc Veigh, Republican Army in Ireland, Orthodox Rabbi Meir Kahane, Dr. Baruch Goldstein, Osama bin Laden, Boko Haram, Islamic State, and Shoko Asahara in Japan.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 244 - African American Religious Experience**

This historical, theological, and contextual course examines the African American religious experience, including slavery in America, the struggle for freedom and identify, the development of the Black Church, Black Muslims, the Civil Rights movement, the emergence of Black and Womanist theologies, and other expressions of African American spirituality. Course readings include writings of such historical and contemporary authors as Frederick Douglass, W. E. Du B. DuBois, Martin Luther King, Jr. Malcom X, James Cone, Albert Raboteau, Jacquelyn Grant, and Lewis Baldwin.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 245 - Religion in Contemporary America**

Religion continues to exert major influences upon the shape of American life at the beginning of the 21st century. This course studies themes and controversies in American culture for the past few decades, focusing upon the study of religious diversity and the changing religious landscape of America; issues of church and state; religion and politics; and religious ideas and values as they have shaped, and been expressed in, popular culture. Special attention is paid to the aftershocks of 9/11 on American religious dynamics.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None  
**Formerly:** RELG 330

### **RELG 247 - Death and Afterlife**

This course examines the many ways humans have attempted to anticipate, accept, deny, defeat, or transcend death. Does one have a soul and does it survive? Is immortality possible? What techniques have people used in efforts to achieve it? Is there a "good" way to die? The focus is on scriptures and rituals of Buddhists, Hindus, ancient Greeks, Jews, Muslims, and Christians, and their legacies for contemporary America. Topics include body and soul, heaven and hell, spiritism, ghosts, reincarnation, resurrection, near-death experiences, relics, funerals, cremation, and cemeteries.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 248 - Christianity, Islam, and Political Change in Africa**

The course explores how Christianity and Islam have caused or influenced conflict and division or greater political and social freedoms in Africa. Select countries are examined as case studies: Nigeria and Sudan for conflict and division; South Africa and Malawi for democratization of society. The course covers the spread of Christianity and Islam, colonial (British, French, and German) policy and Christian missionaries' attitude toward Islam, separation of religion and state (the debate over Islamic Law, Shar'ia), and religion and politics. Movements within Islam (Islamic brotherhoods, Madhist movement) and Christianity (liberation, black, womanist/feminist theologies) are also studied.

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**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 251 - Faith after the Holocaust**

The death of six million Jews at the hands of the Nazis in the Second World War represents a radical challenge to faith in Judaism, in Christianity, and in humanism. The course begins with a historical overview of the Holocaust and uses accounts of Holocaust survivors to articulate the challenge of the Holocaust to faith. It then reviews philosophical and theological responses to this challenge by Jewish and Christian authors. The weak as well as the heroic human figures in the Holocaust are studied. Those Jews who survived with their humanity intact and those non-Jews who helped them are the most important witnesses to the resiliency of the human spirit which we now have.

**Credits:** 1.00  
**Crosslisted:** JWST 251  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 253 - Sex, Love, and God: Religion and Queer Studies**

A cross-cultural and multi-disciplinary approach to the questions of how the social and cultural significance of sexuality has been shaped by religious discourse, myth, doctrine, and ritual. How have various forms of sexual expression come to be seen as normal, while others are seen as deviant? How has passionate love served as metaphor for the expression of religious experiences, such as the union of the soul with God? How have people thought to "channel" sexual energy to pursue spiritual projects, as in tantra and religious celibacy? Topics of study may include marriage, different- and same-sex love, virginity, celibacy, sacred prostitution, ecstasy and mysticism, and the role of transvestites, transsexuals, androgynes, and third-gender people in religious myth and ritual in contexts such as Christianity, Hinduism, Native American religion, and Islam.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 255 - Church, State, and Law in America**

What do we mean when we talk about "the separation of church and state"? Where does this principle originate? Are there exceptions? This course explores the relationship between religion and law in the United States. Students consider the question of what Americans mean when they speak of the separation

of church and state, and explore the ways in which the U.S. Supreme Court has attempted to implement this principle within American law. Students examine a variety of influential theories of church-state separation, and read some of the most important First Amendment cases of the 20th and early 21st centuries. Ultimately, this course familiarizes students with some of the most significant voices within today's church-state debate, and provides them with the tools for an ongoing understanding of religion and law in the United States. This course does not assume any prior knowledge of American religion or American law.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 265 - Global Bioethics and Religion**

The revolution in biotechnology has given humanity powers unimaginable a few decades ago. Bioethics within the Western cultural tradition examines moral and ethical dilemmas arising from the interface of human experience and advances in biology, medicine, and technology (human embryonic stem cell applications, cloning, genetic engineering, euthanasia, etc.). Global bioethical inquiry places moral and ethical bioethics deliberations on the international stage, with a focused exploration of diverse and competing transnational theoretical debates. The course undertakes a critical study of comparative religious ethics and global bioethics issues within Judaism, Buddhism, Islam, Hinduism, and Christianity.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 276 - Psychology of Religion**

Examines the ways in which religion has been understood from a variety of psychological perspectives, and inquiries into the merit of these various approaches. By surveying a wide range of psychological literature on the subject, students strive to get a better sense of the ways psychology has understood religion, humanity, and the ways in which people find meaning in the world. Ultimately students consider why human beings are religious and what psychology has to offer in answering this question.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 281 - Experiencing Hinduism**

As one of the world's most ancient, complex, and fascinating religious traditions, the study of Hinduism provides an ideal arena for examining central questions in the study of religion. Through close readings of primary texts in translation, this course focuses on the history of Hindu traditions from their origins to the development of devotional movements in medieval and early modern India. Following a chronological order, these texts include the hymns of the ancient Vedas, the investigations into salvific reality in the Upanishads, the religious epics, devotional poems in praise of gods, religious philosophy (Yoga and Advaita Vedanta), and classical mythology. While exploring the variety of forms Hinduism has taken, the class engages broader questions in the study of religions such as the construction of religious authority, the definition of the good life, conceptions of the soul, differences between elite and non-elite styles of religiosity, and the significance of gender in conceptualizations of the divine.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** RELG 322

## **RELG 282 - Islamic Traditions**

Conceives of Islam as a cumulative tradition beginning with the event of the Qur'an and the paradigmatic example of Prophet Muhammad. The unfolding of this religious tradition is traced through the formation of Shi'a and Sunni schools of Islamic thought, the schools of law, the subtleties of Islamic mysticism, nuances of philosophical thought, and creative artistic expression in the form of calligraphy, music, and poetry. Concludes with two sections: an overview of the multi-faceted responses of Muslims to the challenges of modernity and post-colonialism, and the contemporary debates about the status of Muslim women and their self-understandings.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** RELG 328

## **RELG 283 - Experiencing Judaism**

As a minority culture, throughout history, Jews and Judaism have always been subject to the influence of the majority cultures in which Jews have found themselves. In response to the shocks of modernity, ruptures, scientific advancements, and philosophical ideas and challenges, Jewish thinkers, culture, and individuals formulated responses—religious and otherwise. In Experiencing Judaism, students will explore how Judaism has responded to modernity, the "age of secularism." To wit, students will focus on distinctively modern expressions of Judaism: the range of denominations, their historical origins, ideologies, and attitudes to Jewish law and its development, secularism, religious and secular Zionism. Students will explore these developments through primary texts within their historical contexts to better understand contemporary Judaism as it is expressed and practiced, mainly in North America and Israel, as a religion and also as a culture.



**Credits:** 1.00  
**Crosslisted:** JWST 283  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 284 - Christian Traditions**

This historical study of the development of the central Christian beliefs examines the development of the early creeds, the emerging of ecumenical consensus, and philosophical elaborations. The course highlights African contributions and involvement in the ecumenical councils (the first 500 years) that made major decisions concerning the central elements of the Christian tradition.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None  
**Formerly:** RELG 301

### **RELG 285 - Buddhist Traditions**

Students will explore the many faces of Buddhism across time and space and seek to understand what has made Buddhism so successful. Some of the major themes running through Buddhism in various times and places include the allure of the motif of renunciation, the roles of scripture and literature in orienting devotion and community, an economy of merit wherein material goods and respect are offered to the Buddha and his community of monks and nuns in exchange for better rebirth and, ultimately, salvation, and Buddhism's confrontation with modernity, the West, and science.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 286 - Catholic Traditions**

Central to this study is the understanding of Roman Catholicism as a living, dynamic, multi-faceted set of religious traditions. The focus may change each term. The time frame is usually from the Second Vatican Council (1962-5) to the present, although the full panoply of Catholic history, doctrine, and liturgy is under review, especially during the Catholic Reformation of the 1500s. Topics may include the Church's self-understanding, the historical context of American Catholicism, cultural pluralism within global Catholicism, and contemporary issues such as war and peace, social and economic justice, sexuality and reproduction, grassroots liberation efforts, and environmental concerns.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 287 - Protestant Traditions: Revolutions and Reformations**

Considers the Protestant tradition in Europe and the United States. The great theological doctrines of the Reformation of 16th-century Europe are examined: salvation by grace, the authority of scripture as opposed to ecclesiastical edicts, freedom of conscience, the priesthood of all believers, and separation of church and state. The great themes articulated by Luther, Calvin, and others constituted a challenge to established authority that involved the Church, the monarchies, and the dissenters. The Protestant tradition that emerged gave rise to new conceptions of political order that profoundly impacted the ideological, social, and political foundations of the United States. Protestant vision contributed heavily to biblical metaphors shaping American self-understanding. Protestant vision and Protestant thinkers gave rise to various forms of Christian communities, such as the Society of Shakers, and provided the impetus for reform movements such as abolition of slavery, the Social Gospel, Prohibition, and the Civil Rights movement.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 288 - American Indian Religions**

The course introduces students to the variety of American Indian traditional religions and historical religious movements. After an evaluation of the methods used in understanding Indian religions and a survey of culture areas, students look at American Indian concepts of the supernatural, mythology, ceremonialism, dreams and visions, medicine, witchcraft, shamanism, nature-relations, and conceptions of the soul. Navajo, Lakota, Skagit, Inuit, Hopi, and Ojibwa religions are described in some detail, in order to show how the individual characteristics are integrated; then the class examines the effects of Christian missions and the most important religious movements among American Indians since white contact: Handsome Lake's Religion, Ghost Dance, Peyote Religion, and others.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None  
**Formerly:** RELG 318

### **RELG 289 - African Religious Traditions**

This course is an exploration of the nature and varieties of indigenous African religions. Issues examined include cosmology; concepts of divinity; ancestors; person; meaning of sacrifice; symbols and ritual practice; the relationships among art and religion, politics, and religious institutions; and the challenge of social change, Christianity, and Islam to indigenous religions. In addition, students examine the different methods used in studying African religions.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** RELG 314

### **RELG 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 295 - Tibetan Buddhism**

What accounts for the popularity of Tibetan Buddhism among certain Hollywood elite as well as a growing number of Chinese in the world today? Why did Tibet give rise to the unique institution of the reincarnating lama, best known in the West through the figure of the Dalai Lama? What goes on in Tibetan monasteries, the largest monasteries in world history? Understanding the answers to these questions requires that one examine the place and privilege of religion and Buddhism in particular in Tibetan culture. Through the close reading of the autobiography of a Tibetan saint, Buddhist myth, ethnographic descriptions, and philosophical treatises, as well as Buddhist art and other media, student will come to understand the centrality of religion to many aspects of life in Tibet, and gain a basic understanding of Buddhist philosophy, ritual/contemplative practices, pilgrimage, popular practices, monastic life, and other facets of religion and life in Tibet.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** RELG 327

### **RELG 306 - Dying for God: Martyrdom and Noble Death in Judaism and Christianity**

Examines the intrinsically-linked discourses and practices of martyrdom and noble death from the 8th century BCE to modernity. Theorizing the social constructions of martyrdom and noble death requires focused attention to the politics of sociopolitical and religious persecution within discrete historical contexts, and a sustained analysis of those heroic men, women, and children willing to challenge, resist, and face the public or private spectacle of persecution and death with resolute determination and certitude. Close analyses of the developing mythic frameworks, rhetoric, artistic and iconographical representations, and other textual records that coalesced to render suffering redemptive - and even salvific - will receive particular scrutiny (including translations of selected primary and secondary source documents and modern scholarly reconstructions).

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 308 - End of the World: Apocalyptic Thought and Movements in Historical Perspective**

Investigates the origin and evolution of apocalyptic literature and movements from antiquity to the present, beginning with the Second Temple and early Christian periods. What existential and ideological factors give rise to convictions of the world's cataclysmic destruction, or civilization-altering fate? Why do apocalyptic movements forecast the inevitability of such life-threatening catastrophes as national or global revolution and warfare, plagues, ecological catastrophes, or profound existential threats from bioengineering or artificial intelligence menaces gone awry? Particular attention is focused on the sociohistorical factors that fuel and heighten apocalyptic fervor within discrete historical periods, inclusive of contemporary post-apocalyptic reconstructions of new world orders that inspire allegiance, hope, and notions of paradisaal tranquility.

**Credits:** 1.00

**Crosslisted:** JWST 308

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 309 - Religion and Medical Practice**

Explores the strategic and multifaceted ways in which cultural and religious values impact physicians and other healthcare professionals relative to patients and their families, both within, and across, national and global communities. Students examine ethical conundrums inevitably arising from such conventional and contested topics in health care ethics as autonomy, justice, beneficence, non-maleficence, and confidentiality, and assess and deconstruct emerging issues rooted in the nexus of modern scientific and technological advances and traditional understandings of the meaning of the sacred nature of the human, and the integrity of human personhood (prayer and healing, euthanasia and do-not-resuscitate decisions and euthanasia, fertilization and abortion). Students explore how to preserve human dignity which is threatened by 1) those with compassion and seeking to relieve human suffering, 2) rationalists, and 3) rights advocates without regard to the mystery of life and the sacred nature of the human.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 310 - Islamic Jurisprudence**

Addresses Islamic jurisprudence from the historical background of Islamic law, known as Shari'ah, namely the five Sunni and Shiite Schools of Law, the concept of "Ijtihad," and Islamic criminal law. Students also study the relationship between Islamic and other systems of jurisprudence. Consideration of Muslim theology offers an important context for understanding Islamic law.

**Credits:** 1.00  
**Crosslisted:** MIST 310  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 313 - The "Word" in the World: The Bible in Global Perspective**

Using a form of biblical interpretation called contextual interpretation, this course explores how the Bible is read and interpreted by people around the world. Contextual interpretation takes the context or social location of the interpreter (their gender, class, race, nationality, etc.) as the starting point in the hermeneutical (interpretive) process. De-centering the predominantly male, patriarchal, and first-world orientation of more traditional biblical scholarship, the readings for this course foreground the perspectives and commitments of the interpreters as well as issues of identity, ethnicity, gender, class, location, and power.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 320 - Native Peoples and Modern Law**

Explores the role of Native peoples in the creation and ongoing development of modern law. It begins with an investigation of the use of Native peoples as a representation of human savagery within early modern European political thought — a representation that allowed political theorists to depict law as a solution to such savagery. More recently, and more positively, it explores the important role that indigenous peoples have played in the propagation of religious free exercise rights and international human rights law. Focusing particularly on the legal negotiation of Native religious practices in the US, this course encourages students to think critically about some of the most basic tenets and mechanisms of modern secular law.

**Credits:** 1.00  
**Crosslisted:** NAST 320  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 321 - Religion in Modern India**

What does Mahatma Gandhi's reading of the Bhagavad Gita have to do with shamanic healing practices in the Himalayas or statues of Jesus painted blue in South India? They are some examples of the diverse sets of beliefs, practices, institutions, and communities that constitute religious life in modern India and that students will encounter in this course. Rather than view religion as an unchanging, closed, and monolithic assemblage of texts and concepts, students shall focus on how religious traditions are lived, practiced, and reconfigured by individuals and communities across this region. In so doing, we will explore how religion in India continues to engage, in vital ways, changing historical realities since the decline of the Mughal empire through the advent of British colonialism into the postcolonial present. Students will read historical and ethnographic writings not only about Hinduism but also Buddhism, Jainism, Islam, Sikhism, and Christianity, while becoming familiar with significant theoretical and methodological currents within the broader academic study of religion.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Recommended:** Familiarity with the religions of India through courses such as CORE 166, RELG 281, ARTS 244, or HIST 362 is advised.  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 329 - Global Islam in the Modern World**

Examines the key issues with which Muslim thinkers in the modern period (defined here as the colonial and post-colonial periods) have been concerned. Muslim responses to modernity in the US, East and Southeast Asia, the Middle East and North Africa, and Turkey represent the core focus of the course. A significant portion of the class is spent examining intellectual responses that have taken the engagement with modernity seriously. Students critically examine some Muslim responses to post-colonialism, feminist and womanist constructions, democratization of politics, pluralism, religious violence, extremism, and authoritarianism. Consists of close reading and discussion of texts, as well as exposure to multimedia resources that have played a key role in recent events, such as the Arab Spring.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **RELG 331 - The Problem of Evil**

Why do bad things happen to good people? Why does a benevolent, all-powerful God permit evil? This course explores historical, philosophical, and religious perspectives on the etiology, manifestations, and functions of human suffering and evil within global human communities.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 332 - Contemporary Religious Thought**

Selected historical perspectives on the connections among religion, violence, and power as a context for contemporary studies of the role of religion in society. Most of the course focuses on liberation theologies, with their emphasis on hope, empowerment, and right relationships. Voices of liberation theologians may be drawn from Latin America, Asia, and Africa, as well as marginalized people in the United States. The latter include womanist, mujerista, Latino/a, Asian-American, African-American, Jewish, homosexual, and feminist groups; most integrate personal experience with theological reflection.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 335 - Religion in the Genetic Age**

Twenty-first century genetic technologies present humanity with unprecedented possibilities for re-engineering human life and experience: genetic tailoring to treat and eradicate diseases, the creation of designer children, cyberconsciousness and unlimited physical prowess, radical life-extension technologies, and the development of virtual human beings. Scientific tinkering with food DNA heightens interest in "Frankenfoods," while genetic tinkering with animals has raised the spectre of "Frankenbeasts." The course foregrounds issues in the science of genetics and genethics—the social, ethical, legal, and, in this course, the notably religious implications of modern genomic and technological development - with an assessment of the promise and perils of these achievements for the future of humankind.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 336 - Religion and Capitalism**

"Christianity is freedom. Freedom is free enterprise; hence capitalism is Christianity in action." Following contemporary research, students will explore the relation from the high medieval monasteries to the present, highlighting the 17th and 18th-century Christian and Jewish farmers and traders, 19th-century British industrialists, and the 21st-century consumers, financiers and traders in commodities and various financial instruments (e.g., stocks, bonds, equities, derivatives, and securities, etc.). The course will investigate how worldviews and religious teachings order a lifestyle and a value system that inform and influence a particular economic activity. The course includes: what capitalism is (i.e., its elements and types, and the classical theories of capitalism); investigate the religious views, the cultural and social history that gave rise to capitalism, and the intellectual and economic innovations that turned capitalism into a system. Topics of discussions will include: capitalism and the environment, poverty and the Puritan work ethic, culture and global capitalism, capitalism and moral values, and the relation between contemporary spirituality and capitalism.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 337 - Islamic Mysticism**

Seeks to engage the mystical interpretations of Islam (Sufism) as simultaneously one of the most important historical manifestations of the Islamic experience and one of the most pertinent ones for understanding Islam in the contemporary situation. Themes explored in this class include the tradition of love mysticism embodied by Rumi, the metaphysical formulations of Ibn al-Arabi, the formation of Sufi orders, the various meditative techniques, and Sufi poetry. The class also explores the controversies surrounding Sufism in the contemporary scene, ranging from attacks on Sufism from Muslim fundamentalists to the role of Sufism in the spread of Islam in Europe and North America.

**Credits:** 1.00

**Crosslisted:** MIST 337

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 338 - Sex, Law, and the American Culture Wars**

Explores the American church-state debate through the lens of abortion, contraception, and same-sex marriage. These sexual freedom and reproductive rights issues raise questions that reach to the very heart of the American political project. What is the scope of our right to engage in private behavior? Do longstanding religious and moral traditions have a place within a secular legal system? Are there limits to the Constitution's guarantee of religious free exercise, and, if so, how do we determine these limits? These issues have generated intense social and political conflict, and are at the center of today's "culture wars" in the U.S. This course will provide students with a robust background in the legal history of these issues, and will furnish students with a framework for making sense of some of today's most contentious political battles in the U.S.



**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 339 - Modern Jewish Philosophy**

A course on European and American Jewish thought, covering a spectrum of liberal and traditional figures. The course studies the ways in which Jewish thinkers have responded to the challenges of modern philosophy, religious pluralism, and feminism. Modern reformulations of traditional Jewish ideas and religious practices are discussed as well as contemporary theological exchanges between Jews and Christians. Readings are taken from such figures as Mendelssohn, Buber, Rosenzweig, Heschel, Fackenheim, and Plaskow.

**Credits:** 1.00

**Crosslisted:** JWST 339

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Recommended:** Previous courses in the Jewish tradition and/or philosophy are recommended.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 342 - Our Secular Age**

Do we live in a secular age? Most of us would assert that we do, but what do we mean when we make this claim? Are we referring to the political separation of church and state, to a decline in religious beliefs and practices, or to something else? These questions have recently come to occupy a central place within the study of religion. This course explores the topic of secularism from a variety of angles, including differing notions of what is meant by the term "secular"; an examination of the historical development of secular ideas and institutions; a comparison of different secular political projects; and a series of important critiques of secularism. This course encourages students to think critically and creatively about the relationship between "the religious" and "the secular," and it thus enhances students' understanding of religion, secularism, and modernity more broadly.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 343 - Gender and Judaism**

Focused on the creation and conception of gender within Judaism. Students explore the ways in which gender is built into the scriptures, structures, institutions, and ideologies of Judaism, into Jewish religious, cultural and social life. According to Genesis, from the beginning there were male and female. To what degree are these two categories essential? To what degree artificial? How do religion and tradition enforce

the gender divide, and in what ways can they be used to blur the distinctions between male and female?

**Credits:** 1.00

**Crosslisted:** JWST 343

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 346 - Cognitive Science of Religion**

Central to much research in the cognitive science of religion (CSR) is the question of how the human brain and its evolved capacities inform and constrain the transmission of religious beliefs and ritual practices. The cognitive science of religion also seeks to answer why it is that certain beliefs and specific practices appear to outperform and outlive others. More generally, the CSR seeks to explain the persistence and pervasiveness of religious beliefs and practices throughout human history by drawing on the theories and methodologies of a range of disciplines, including cognitive neuroscience, social psychology, behavioral ecology, and several others, as well as disciplines more traditionally associated with the study of religion. Scholars in CSR embrace a variety of methods, including textual analysis, quantification of historical and archaeological data, statistical analysis of ethnographic data, controlled laboratory experiments, and mathematical modeling. This course is a survey of the most influential of the CSR theories and methods in the field.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 352 - Theory and Method in the Study of Religion**

Takes a critical look at the history of religious studies in the modern West and proceeds to chart some contemporary developments. Some of the issues that may come under investigation include, but are not restricted to, the quest for a science of religion, the impact of gender and race theory on religious studies, theories of religion and violence, the secularization of academic approaches to religion, and the nature of religion itself. The broad aim is to deepen reflection on the ways in which religion can become an object of study.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 355 - Religion and Human Rights**

What is the relationship between religion and human rights? Do human rights stem from particular religious ideals, and, if so, can such rights be universalized? What happens when human rights conflict with longstanding religious beliefs and practices? This course explores the complex relationship between religion and human rights from a variety of perspectives: theological, philosophical, sociological, and legal-political. Students will examine some of today's most prominent voices on this topic, and will explore a variety of case studies involving both positive and negative interactions between religion and human rights. This course does not assume any prior knowledge of religion or human rights law.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 411 - Senior Seminar in Religion**

Presents students with the opportunity to explore their own research interests and expand upon work that they have undertaken in previous religion courses. Students will read a selection of advanced texts related to the broader study of religion, and, in consultation with the faculty member, will undertake collaborative research, writing, and peer-editing of an independent research paper on a topic of their choice.

**Credits:** 1.00

**When Offered:** Fall semester only

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **RELG 415 - Advanced Topics in Religion**

A specialized seminar, offered when there is a critical mass of students interested in a particular subject. In recent years seminars have included Navajo Creation Narratives, Sacrifice, Islamic Jurisprudence, Comparative Scripture, Islamic Mysticism, Religious Conversion, Religious Experience, Religious Dialogue, Faith in a Religiously Plural World, Religion, the Body, and the Senses, The Bhagavad Gita, Philosophy and Faith, Religion and Violence, and Secularism.

**Credits:** 1.00

**When Offered:** On an irregular basis

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Religion, Middle East and Islamic Study Majors and Minors

**Class Restriction:** No First-year, Sophomore

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 490 - Special Studies for Honors**

Students pursuing honors in religion enroll in this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **RELG 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Religion Majors

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **REST 121 - Elementary Russian I**

Combines an overview of Russian grammar with an intensive emphasis upon classroom communication and the development of oral skills. In addition to the textbook, students make use of an array of web-based materials ranging from interviews with contemporary Russians, to YouTube videos, to cartoons in order to provide students with a sense for life in Russia today, as well to facilitate rapid acquisition of the language. Students cover the fundamentals of Russian grammar, learn a great deal of vocabulary, and should be able to converse effectively in a variety of everyday situations in Russian.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **REST 122 - Elementary Russian II**

Combines an overview of Russian grammar with an intensive emphasis upon classroom communication and the development of oral skills. In addition to the textbook, students make use of an array of web-based materials ranging from interviews with contemporary Russians, to YouTube videos, to cartoons in order to provide students with a sense for life in Russia today, as well to facilitate rapid acquisition of the language. Students cover the fundamentals of Russian grammar, learn a great deal of vocabulary, and should be able to converse effectively in a variety of everyday situations in Russian.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** REST 121 or RUSS 101

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **REST 195 - Elementary-Level Russian Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **REST 201 - Intermediate Russian I**

Complete the presentation of the fundamentals of the language and focus upon further vocabulary acquisition and developing more advanced conversation and writing skills, as well as real-life Russian in context. Students work through digitized segments of a beloved romantic comedy, *The Irony of Fate* to greater understand cultural commentary and develop transcription skills.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **REST 202 - Intermediate Russian II**

Students gain additional proficiency in the Russia language by developing more grammar skills and gaining increased proficiency in reading and writing. Oral communication is also emphasized.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** REST 201 or RUSS 201  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **REST 205 - Yiddish Fiction in Translation**

As European Jews began to develop a modern culture in the middle of the 19th century, an important set of writers began using Yiddish for fiction and poetry. All these writers were at least trilingual: They chose Yiddish--always the lowest status of the languages they knew--because they loved it and because it was the language their audience could really read. This course looks at Yiddish fiction and poetry written in both Eastern Europe and the United States. Students study these texts both as singular works of art and as ways of mirroring the Jewish experience for Jewish readers. Students examine both texts and the multiple contexts (historical, cultural, religious, linguistic) that give them shape.

**Credits:** 1.00  
**Crosslisted:** JWST 205  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **REST 250 - Cyborgs of the World, Unite! Science Fiction from Russia and Beyond (PO)**

Introduces students to a wide range of science fiction literature and film from the 20th century to the present day, with a strong emphasis on works from Russia, the Soviet Union, and Eastern Europe. This region offers some of the most sophisticated works of science fiction, owing to the radical "otherness" of its philosophical and political traditions and the challenges it offers to dominant Western constructions of self, nature, and society. Focusing on philosophical, ethical, and environmental questions, students will discuss such topics as human-machine interfaces and ethics, life-extension and transhumanism, space travel and colonization, and the prospects and perils of the rationally-planned society. Course readings are in English. No prior experience in Russian studies required. (PO)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **REST 253 - Lust, Murder, Redemption (PR)**

Written by an educated elite, eerily self-conscious because of czarist censorship and political repression, 19th-century Russian literature nevertheless confronts many of the crucial concerns of human existence. It often focuses upon characters who are at an existential breaking point because of ideological, spiritual, sexual, or economic pressures. Students read a combination of short stories and novels, concentrating upon

canonical "greats" (Pushkin, Lermontov, Turgenev, Dostoevsky, Tolstoy, and Chekhov) but also sampling lesser-known writers, including neglected female authors. By examining literary depictions of such social institutions as warfare, dueling and gambling, courtship and marriage, adultery and spousal abuse, work and leisure, the course emphasizes the relationship between literary text and cultural context. Particular attention is paid to the cultural construction of gender, as well as the relationship between humans and nature. A range of theoretical and critical texts informs discussions, as do film adaptations of certain works. All works are read in translation, but a FLAC section of the course may be offered for advanced Russian language students who are interested in trying to read selections in the original Russian. (PR)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **REST 258 - Reading the Russian Revolution (SO)**

This interdisciplinary course examines and re-examines the Russian revolution(s) through a close study of histories, cultural products, historical roots, later interpretations, and re-imaginings. Beginning with the idealists, nihilists, and terrorists determined to bring the Russian monarchy to an end in the 19th century, the course explores history, politics, and culture through a range of genres and media--from the 19th-century Russian realist novel, the political manifesto, the avant-garde film, revolutionary poetry, to the works of seminal historians who have shaped how we "read" the Russian revolution today. Is the revolution over, so to speak? Are we ever finished with an historical event of such monumental consequence? Course requirements include readings, film screenings, local Colgate events, and an excursion to New York City's Museum of Modern Art. (SO)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **REST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **REST 295 - Intermediate-Level Russian Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **REST 303 - Russian in Context**

Focuses on developing strong reading and translating skills while also developing students' command of written and spoken Russian. The course explores some aspects of Russian and Eurasian culture.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** REST 202 or RUSS 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **REST 306 - Advanced Russian**

Reading, discussion, and writing in Russian. Texts will be from contemporary online sources. Focus is on improving spoken Russian skills. Grammar review will be included as needed for readings.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** REST 202 or RUSS 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **REST 308 - Authoritarian Capital Cities of Eurasia (Extended Study) (PO)**

Certain spatial and temporal patterns of urban growth characterize post-socialist Eurasia, due to the distinct mark that authoritarianism has left on past and present capital cities throughout this region. This course focuses on understanding authoritarianism in the past and present capital cities of Russia (St. Petersburg and Moscow) and Kazakhstan (Almaty and Astana). While remnants of the Tsarist and Soviet built environments still strongly shape urban character, new urban development and demographic change, alongside other economic and geopolitical transformations, have transformed them since 1991. Rapid and changing patterns and styles of urbanization create a multitude of perspectives and experiences within post-socialist cities as our globalizing world blurs the boundaries between urban spaces, individual lives, and abstract conceptualizations of the East, West, or even "post-" socialist places. This course uses a phenomenological methodology to examine post-socialist cities as sites of socio-cultural and political-economic transformations. Using this framework, students analyze their experiences in photographs, videos, and journals/blogs related to the encounters with spaces and places in post-socialist cities.

**Credits:** 1.00



**Crosslisted:** GEOG 308  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **REST 314 - Dostoevsky and His World (PR)**

Reading Dostoevsky's novels is tiring, exhilarating, exasperating, and unsettling. One of the greatest writers of the 19th century, Dostoevsky was obsessed both with the social injustice he saw in czarist Russia and with humanity's eternal struggle between good and evil, religious faith and atheism, rationality and irrationality, sexual lust and purity. One of the characters in *The Brothers Karamazov* exclaims, "God and Satan are at war and the battleground is the human soul," and Dostoevsky seems to have shared this conviction. In this course students read a variety of Dostoevsky's fictional works, as well as selections from his diaries and journalism in a shared quest to unravel his complexity as a man and as a writer. All works will be read in translation, but a FLAC section may be offered for advanced Russian language students with a primary emphasis on the development of advanced language skills. (PR)

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **REST 323 - Arctic Transformations (PO)**

The Arctic is one of the most rapidly changing regions of the world today, environmentally, culturally, and politically. Rapid biophysical change occurs here today due to climate change, but equally noteworthy are cultural, social, and political transformations experienced by people living and working in the Arctic. People are under increasing pressure to change along with transformation of their biophysical environments, particularly as new actors express interest in the Arctic as space opening up to global transportation, mineral exploration, and trade and ecotourism. Within geography, interest in Arctic phenomena includes grappling with complex issues related to social and biophysical changes in this region, which often originate beyond the region but have specific meaning for the regions. Students investigate three vibrant areas of Arctic transformation: cultural transformation occurring among indigenous and local peoples, biological and physical transformation of the environment, and political transformation within and related to the region. (PO)

**Credits:** 1.00  
**Crosslisted:** GEOG 323  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **REST 343 - The Formation of the Russian Empire (PR)**

A study of politics and society in the Russian lands from Kiev to Alexander I. The course focuses especially on the rise of the Muscovite state, its cultural diversity, and its preoccupation with trade, treason, and winning wars; the Petrine reforms and Russia's emergence as a European power; the palace coups; and Catherine II and the Enlightenment. (PR)

**Credits:** 1.00

**Crosslisted:** HIST 343

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **REST 344 - Imperial Russia and the Soviet Revolution (SO)**

Russian history from Napoleon's defeat to the collapse of the Soviet Empire since 1989. Topics studied include the autocracy of Nicholas I, the Great Reforms, the emergence of revolutionary movements, industrialization and a changing society, the revolutions and the Bolshevik 1920s, the rise of Stalinism, and World War II and the Cold War. It concludes with the disintegration of the U.S.S.R. into its component parts. (SO)

**Credits:** 1.00

**Crosslisted:** HIST 344

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **REST 354 - On Tyranny (SO)**

Examines life under tyranny – Soviet and Nazi – as distilled through the fiction of Russian/East European and Jewish writers who experienced it firsthand. An intertwining of political and private life from the inception of a new regime, with many people exuberantly hopeful, through the various stages of acquiescence, resistance, escape, and sometimes death. Readings include Timothy Snyder's essay *On Tyranny*, stories, novels, and poems by Chekhov, Mayakovsky, Babel, Vasily Grossman, Kundera, and Nabokov. (SO)

**Credits:** 1.00

**Crosslisted:** JWST 354

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **REST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **REST 395 - Advanced-Level Russian Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **REST 412 - Senior Seminar**

In this seminar students explore the theoretical, methodological, and linguistic challenges that underlie serious research in Russian and Eurasian studies. In addition to common readings and assignments, each student pursues an individual research topic, updating other seminar participants periodically via presentations and selected readings. By semester's end each student has produced a substantial research paper that utilizes Russian primary sources appropriately. Students who wish to pursue a thesis topic in the spring will be required to obtain permission from the faculty supervisor and the department to enroll in an independent study in the spring semester following the senior seminar.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** Only Russian, Russian & Eurasian Studies Majors and Minors  
**Class Restriction:** Only Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **REST 490 - Honors**

Students pursuing honors in Russian and Eurasian Studies enroll in this course.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **REST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **SOSC 275 - Volunteer Income Tax Assist**

Centered on service learning, where students prepare tax returns for low-income households in Madison and Chenango counties. Includes approximately 10 hours of class meetings and 15-20 hours of community service in the two-county area during the semester. Students work directly with various non-profit organizations. After successful completion of this course, students may participate again but can only receive credit twice.

**Credits:** 0.25

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **SOSC 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

### **SOSC 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **SOSC 405 - Upstate Law Project: Poverty, Law, and Public Policy**

Introduces students to the Social Security system, discusses the barriers that low-income and disabled families face in accessing social services and medical care, and introduces students to the following legal topics: legal analysis, legal ethics, Social Security disability law, and legal writing. Students engage in a practicum experience, which involves assisting the instructor, an attorney, with pro bono work helping low-income children (many of whom suffer from psychiatric illnesses) in securing benefits through the Supplemental Security Income (SSI) program of the US Social Security Administration. The course practicum takes place at the Utica office of The Legal Aid Society of Mid-New York.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Restrictions:** Only students who have completed their Social Relations, Institutions, and Agents area of inquiry requirement can apply.  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **SOSC 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **SOCI 101 - Introduction to Sociology**

An introduction to sociology, with special emphasis on American society, using a historical and comparative focus. Introduces students to some of the basic concepts and methods used by sociologists. Students consider a selection of topics: racial inequality, class reproduction, gender roles, work and society, social movements, bureaucracy, and crime and deviance.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 101

## **SOCI 201 - Classical Social Theory**

Examines some of the chief methodological and theoretical approaches used in the social sciences, primarily focusing on Marx, Durkheim, and Weber. In addition to original texts, works of anthropology and sociology are used to integrate the classics with a contemporary focus.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** SOCI 101 or SOAN 101

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 204

## **SOCI 212 - Power, Racism, and Privilege**

Familiarize students with theoretical and historical perspectives of racial inequality and other ethnic and minority group relationships. The course primarily examines the relationship between racism and the socio-economic and political development of the United States. Course readings, lectures, and discussions are intended to aid students in gaining a clear understanding of the role race and ethnicity have played in shaping contemporary US society as well as the larger social world we live in and to therefore contribute to each student's self-understanding and to a better understanding of others whose racial-cultural backgrounds are different.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 212

## **SOCI 213 - Coming of Age in Unequal World**

Critically investigates how power, privilege, and oppression influence the coming of age experiences of young people from diverse backgrounds. Using sociological theories and intergroup dialogue (IGD) techniques, students grapple with the causes and consequences of inequality in early life. IGD blends theory and experiential learning to promote understanding, communication, and alliance building across differences. Culminates with a portfolio assignment that asks students to develop and co-facilitate an IGD workshop with community members.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

## **SOCI 216 - Sociology of War**

In the modern world, war has usually been thought of as a clash between rival states. But, especially since WWII, much armed conflict has taken place between states and other kinds of entities — national liberation movements, criminal syndicates, warlords, terrorist groups. In an extreme case such as Somalia, states have totally disintegrated. This course asks what the consequences of this change are for our sociological understanding of the nature of warfare. It examines case studies of armed conflict in the present and recent past — Afghanistan, Kashmir, warlordism in West Africa, Northern Ireland, armed leftist movements in Western Europe during the 1970s; and in late colonial period and its aftermath, the Mau-Mau Rebellion, the Algerian war of independence, the Rhodesian War. A particular focus is on treating war as a cultural phenomenon, and to ask questions about the self-understandings of formal and informal military organizations and their consequences.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 216

## **SOCI 220 - Gender, Sexuality, and Society**

This interdisciplinary course explores gender and sexuality as primary markers of social inequality in our society and among the most salient organizing agents of our everyday lives. Course readings span several disciplines, including literature, history, philosophy, sociology, and psychology. Students analyze gender and sexuality using comparative historical and sociological perspectives. Subthemes of the course include culture, socialization, body and performance, intersectionality, essentialism, privilege, resistance, and social change.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 220

## **SOCI 222 - Media and Modern Society**

Introduction to concepts, theories, and issues related to mass media and society. Over the last 200 years tremendous changes have revolutionized the nature of mass communication in modern societies. Designed to provide a basic understanding of the nature of mass media and its social significance. It addresses the impact of different types of communication from information exchange, to news, to entertainment, to advertising. Students are introduced to a wide range of media including print, telegraphy, film, recorded sound, radio, television, and digital. This course is about analyzing how media texts are produced; why some messages enter mass media channels and others do not; how these messages affect audiences and how audiences receive them; and the general impact of mass media on contemporary society, culture, and politics.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 222

### **SOCI 228 - Immigration**

An introduction to international migration, with a focus on post-World War II migration. Geographically, students focus on immigration to the United States from Latin America, where the bulk of post-1965 immigrants come from. Begins by introducing students to basic concepts and approaches related to migration studies. Students further examine different stages in the migration process, including the processes of migration, the adaption/incorporation of immigrants in U.S. society, and the future "assimilation" of their children.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 228

### **SOCI 245 - Nature, Culture, and Politics**

The words "nature" and "the environment" conjure up visions of wild animals and open landscapes, but are people part of nature, too? This course shows how nature and human culture are intertwined, both in terms of how we shape our environment as well as how it shapes us. Through a series of case studies, students explore this relationship, focusing especially on the way that nature and culture are "political": inequalities, social problems and movements, and power relations all flow from the way that we interact with our environment. The course takes a global, comparative, and historical view of this process, and includes the following special topics: the rise of environmental awareness and environmental social movements; globalization and environmental values; consumption and the environment; environmental inequalities and justice; risk, technology, and environmental politics; and public policy and the environment.

**Credits:** 1.00  
**Crosslisted:** ANTH 245  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 245

### **SOCI 250 - Sociological Research Design and Methods**



Introduces students to both the dominant areas of inquiry in sociology and the methods that have been devised to investigate them. Emphasis in this course is on investigation. Familiarizes students with the methods, techniques, and language of social science research. Focusing on field and survey research, students examine the ways social scientists formulate questions, collect and analyze data, and present their findings. Also concerned with the epistemological underpinnings of "doing sociology." How do sociologists define "fact" and "truth"? What are the historical and contemporary debates over these concepts? To provide students with a hands-on understanding of concepts and issues, students are expected to collect and analyze original data. Students also do computer statistical analysis of pre-existing data bases.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** SOCI 101 or SOAN 101

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year, Senior

**Area of Inquiry:** Social Relations, Inst. & Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 210

### **SOCI 251 - Media Frame and Content Analysis**

Mass media is a key set of institutions in modernity that shape our perceptions of the world, with important impacts on what we take to be reality. The media "frames" that structure how media is produced, conveyed, and consumed form the discourses that we use to understand mass politics and culture in our daily lives. This course provides students with the methodological tools to empirically study media frames through content analysis. Content analysis takes the stuff of media, such as music lyrics, news stories, or advertisements, and systematically analyzes the content for the explicit and implicit frames that represent the issues and perspectives conveyed through media. The course provides students hands-on training in content analysis through a series of workshops on content sampling, collection, coding, and analysis that culminate in a final research project. This course meets for the first 7 weeks of the term and may be used to satisfy the 0.50-credit methods requirement for the sociology major.

**Credits:** 0.50

**Crosslisted:** GEOG 251

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Geography, Sociology, Environmental Geography Majors and Minors

**Class Restriction:** None

**Recommended:** SOCI 250 (formerly SOAN 210)

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **SOCI 253 - Interviews**

Introduces students to the nature of qualitative social science research using interviews. Interviews are a flexible method of in-person data collection that include a range of structures (from structured surveys to open-ended questions), with varying group sizes (from one to a large focus group), and using multiple methods of eliciting responses (verbal questions, oral history, photo-elicitation, etc.). Students develop a critical perspective on different epistemological approaches to research and analysis within the contemporary social sciences, including issues of generalizability and the validity and reliability of qualitative methods. A series of hands-on original research projects provides students with the skills of interview protocol design, sampling for interview projects, interview facilitation, data management and analysis, and professional communication of research results.

**Credits:** 0.50

**Crosslisted:** GEOG 253

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Geography, Sociology, Environmental Geography Majors

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **SOCI 254 - Community-Based Research**

Introduces students to the principles of community-based participatory research within the context of sociology to critically examine the role of power and positionality in the construction of knowledge and difference. Students learn a range of community-based participatory research approaches and reflect on how to form collaborative relationships that incorporate community perspectives and interests in the research process. Students devote time outside of class to work in partnership with local community organizations to carry out a high quality research project that meets a community need. Research projects are identified in collaboration with the Upstate Institute based on community needs and student capacity.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** SOCI 250

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 303 - Sociology of Education**

An introduction to current theory and research on the role of education in contemporary US society, focusing specifically on higher education. Students will learn how to use a sociological lens to critically examine education as a social institution. This is a research-intensive course that requires students to conduct original empirical research related to inequality in higher education. (RI)

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** SOCI 250 or SOAN 210

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year  
**Recommended:** Prior completion of at least one research methods course.  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 303

### **SOCI 305 - Urban Sociology**

Urban structures and problems are examined with an emphasis on the ways in which cities are embedded in a broader social and cultural milieu. The traditional concern of the impact of urban development on behavior is juxtaposed to an analysis of current fiscal problems and the potential for cities to grow, stagnate, or collapse.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210)  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **SOCI 306 - Sociology of the Family**

The family is a personal, social, and political institution. Students critically consider how a range of historical, cultural, economic, legal and social factors shape our notions of family. Students examine recent family demographic trends and changes in gender roles and ideologies, and in doing so, investigate how and why family forms and decisions are differentiated by social class, race-ethnicity, gender, and sexuality. In addition, students examine the implications of different family formation trends for individual and child-well-being. Finally, students draw on sociological research and perspectives to evaluate how social policies impact families, including same-sex families, poverty and welfare, work-family balance, marriage promotion and father involvement, and sex education and contraception.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210)  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None

### **SOCI 311 - Sociology of Identity**

Instead of viewing identities as natural, true or inherent in individuals, this course examines the ways that identities are socially produced. The course explores classical and contemporary sociological theorizing about the question of identity, power and privilege in relation to gender, race, class, and sexual identities, and the intersections between these identity categories. This course will also examine the role that social institutions (families, schools, religion, media, workplaces, etc.) play in shaping individual identities. The course concludes by looking at the negotiation of, challenges to, and organizing around identities that occurs in subcultures and social movements.

**Credits:** 1.00  
**Corequisite:** None

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **SOCI 312 - Social Inequality**

Analyzes social structure and social stratification, emphasizing economic class, life styles, differential prestige, and inequality. The theory of social class and its measurement is discussed, and the change and stability of social class is considered. Comparative examples of stratification are examined, although the emphasis is on the American class system.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210)  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 312

### **SOCI 313 - Environmental Problems and Environmental Activism in the People's Republic of China**

Explores China's complex environmental issues, their historical roots, and social implications. It also examines the rise of environmental social activism in China. The course will utilize pedagogical methods from InterGroup Relations (IGR) to provide students with the intellectual tools to analyze issues of power, privilege, and identity and by extension, their own position in the world in relation to these environmental issues. This course is linked to an extended study to China. Students will travel to the People's Republic of China, where they will examine sites of environmental problems, but also meet activists and see their work in progress. The trip will also bring to the forefront some of the issues of power, privilege, and race issues that were discussed in the course.

**Credits:** 1.00  
**Crosslisted:** ASIA 313 & ENST 313  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **SOCI 313E - Environmental Problems and Environmental Activism in the People's Republic of China (Extended Study)**

This extended study is linked to the on-campus course SOCI 313. Students will travel to the People's Republic of China, where they will examine sites of environmental problems, but also meet activists and see their work in progress. The trip will also bring to the forefront some of the issues of power, privilege, and race issues that were discussed in the course.

**Credits:** 0.50  
**Crosslisted:** ASIA 313E & ENST 313E  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **SOCI 313L - Environmental Problems and Environmental Activism in the People's Republic of China Lab**

Examines the rise of environmental social activism in China; the historical, political, cultural, and economic roots of China's current environmental problems, including deforestation, air pollution, water pollution, and species loss. Students learn theories of environmental justice and explore the rise of environmental activism in the PRC. The course will utilize pedagogical methods from InterGroup Dialogue (IGD) to provide students with the intellectual tools to analyze issues of power, privilege, and identity and by extension, their own position in the world in relation to these environmental issues.

**Credits:** 1.00  
**Crosslisted:** ASIA 313L & ENST 313L  
**Corequisite:** SOCI 313  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **SOCI 314 - Population Issues and Analysis**

Analyzes the role of population dynamics in ecological, social, and economic organization and change. Methods of incorporating demographic analysis into scientific and policy research are introduced. Approaches to assessing the implications of population growth are studied. The course considers the relationship of population to a range of policy concerns including environmental change, social welfare, and security; the status of women; poverty and economic development; and race and ethnic relations.

**Credits:** 1.00  
**Crosslisted:** GEOG 314  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations, Inst. & Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 314

### **SOCI 318 - International Migration, U.S. Immigration, and Immigrants**

Introduces students to approaches to the study of international migration, immigrant assimilation and adjustment, ethnic social and economic stratification, and immigration policy formation and analysis. These topics are explored within the historical and contemporary context of the United States and New York. The

class considers theoretical perspectives that have been applied to the study of migration as well as approaches used by sociologists and geographers in empirical analyses of US immigration, immigrant populations, and ethnic relations. These analytical issues are considered in detail for immigrant and ethnic groups within New York State and the New York metropolitan community. Finally, students consider the relationships among patterns of immigration and ethnic relations, cultural change, international relations and transnational linkages, and US immigration policy reform.

**Credits:** 1.00

**Crosslisted:** GEOG 318

**Corequisite:** None

**Prerequisites:** GEOG 211 or (SOCL 101 or SOAN 101) or (ANTH 102 or SOAN 102)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 319 - Food (CB)**

Food is fundamental — it sustains us and is essential for our survival — but food is more than just what we eat. Food is also a commodity with complex global markets and ecological impacts; it is highly regulated through our political processes and institutions; and it forms a key part of our culture and the social rhythms of everyday life. This course explores these many dimensions of food, focusing especially on key questions about where it comes from, how it is produced, and how it is embedded in our economic, political, and cultural institutions. Students participate in a service learning internship at Common Thread Community Farm in Madison, NY. The course also involves field trips to and guest speakers from local food and farming communities. (CB)

**Credits:** 1.00

**Crosslisted:** ENST 319

**Corequisite:** None

**Prerequisites:** (SOCL 201 or SOAN 204) or (SOCL 250 or SOAN 210) or ENST 232 and students must have an open morning (no other enrolled courses) on Wednesday, Thursday, or Friday, from 8 a.m. until 12 p.m., in order to accommodate the farm internship component of the course.

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 319

### **SOCI 320 - Social Deviance**

Examines the nature and consequences of deviant behavior in modern society. Students develop an understanding of the historical development of the study of deviance, the main theoretical perspectives on deviance, and some of the substantive concerns in the study of deviant behavior. This includes conceptualizations and definitions of deviance, the emergence and management of deviant identities, deviant careers, deviant subcultures, accounts of deviant behavior, and the social control of deviance. Specific types of deviance studied include substance use, sexual practices, non-violent crime, violent crime, mental illness, and youth subcultures.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOCL 201 or SOAN 204) or (SOCL 250 or SOAN 210)

**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 320

### **SOCI 321 - Black Communities**

Uses a social scientific approach to examine the circumstances and dynamics characterizing black communities in the contemporary United States. Key areas of inquiry include the operation of major social institutions shaping community life, social class divisions, health and housing prospects, and the ways that the intersections of racial/ethnic identity, class, and gender shape the experiences of community members.

**Credits:** 1.00  
**Crosslisted:** ALST 321  
**Corequisite:** None  
**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210) or ALST 202  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None  
**Formerly:** SOAN 321

### **SOCI 324 - Medical Sociology**

Introduces students to the uniqueness of sociological perspectives in understanding health care, and the social factors that influence health care. Students employ several levels of analysis: social history, social interaction, work roles, organizations, organizational relationships, and social policy. The framework for this course is that of social organization to show that the social organization of a society influences, to some degree, the type and distribution of disease, illness, and death found in that society. The social organization of a society also influences, to a significant degree, how the system of medical care responds. The values and assumptions underlying the medical definition of health are not necessarily the same as those underlying the sociological definition of health. A focus of the course is to examine race, class, and gender issues that influence the delivery of healthcare in this country. Attention is given to such topics as social epidemiology, the social demography of health, social stress, and illness behavior. Students also review the sick role, doctor-patient interaction, medical health professionals, hospitals and other health care agencies, and the healthcare delivery system in the United States and other countries.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210)  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **SOCI 326 - Nations and Nationalism**

Nationalism is on the rise in the United Kingdom and the United States again, as well as in China, Russia, and elsewhere. But what exactly is nationalism? Why does it arise? And what are its effects on society? Students explore nationalism through case studies, both from history and in today's news. Students investigate the relationship between nationalism and other social constructions of identity, such as language,

religion, ethnicity, and gender. The course also examines contemporary phenomenon undermining nationalism: transnationalism, multinationalism, and globalization.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOC1 201 or SOAN 204) or (SOC1 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 326

### **SOCI 327 - Sociology of Sports**

Draws on a wide range of theoretical perspectives to understand the enduring appeal of sporting practices, as well as the various processes of conflict, control, and power in and around sport institutions. Students examine major theoretical and empirical work in the sociology of sports in order to better understand the complex relationship between sport and society. Guiding questions include the following: Why do people play sports? Do all people play the same sports in the same ways? Is sport a microcosm of society? To what extent do sports matter in our daily lives? Are sports and politics separate or interrelated? Students examine various topics and issues such as gender and representation, violence and deviancy, sexuality and homophobia, commercialization and college sport, race and inequality, and sport and the media.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOC1 201 or SOAN 204) or (SOC1 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 328 - Criminology**

Designed to introduce students to the field of criminology, the concept(s) of crime, the dilemmas modern criminologists encounter in conducting research, and the major theoretical perspectives on crime and criminal behavior. Emphasis is placed on sociological determinants of criminal behavior, as well as the functioning of the US criminal justice system.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOC1 201 or SOAN 204) or (SOC1 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 328

### **SOCI 330 - Race and Crime**

Uses a social scientific approach to examine the relationship between race and crime in the contemporary United States, with a particular emphasis on the African American experience. Key areas of inquiry include the nature of mass incarceration, urban crime, the politics of the new law and order regime, the relationship



between punitiveness and prejudice, racial profiling, the community-level impacts of mass incarceration, the legitimacy crisis facing the criminal justice system, media depictions of race and crime, and racial stereotyping.

**Credits:** 1.00

**Crosslisted:** ALST 330

**Corequisite:** None

**Prerequisites:** (SOC1 201 or SOAN 204) or (SOC1 250 or SOAN 210) or ANTH 202

**Major/Minor Restrictions:** Only Sociology & Anthropology, Sociology, Africana & Latin Amer Studies Majors and Minors

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 332 - Business and Society**

Analyzes the impact of corporations on US society in the context of changing technologies, the growing importance of service industries, and the need to remain competitive in the international economy. Students explore the effects of corporate strategies and decisions on industrial structure, employment, and social welfare.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOC1 201 or SOAN 204) or (SOC1 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 333 - Sociology of the Life Course**

Takes the human life span as the primary unit of analysis. Individuals live their lives within contexts supplied by an existing social framework. It is this framework that orders transitions between the various stages of life, constructs the various roles that individuals occupy over the course of their lives, and provides the set of historical conditions, ideas, and institutions by which individuals give meaning to their existence. Human lives are characterized by both continuity and change, and each human must negotiate the path of his or her life through a web of institutional networks. These pre-existing frameworks through which individuals travel are subject to the constraints of the past but are also open to possibilities created by each new generation. Understanding this complex relationship can not only broaden our notion of what it means to be human, but take our humanity to new heights as well.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOC1 201 or SOAN 204) or (SOC1 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 333L - Sociology of the Life Course Field Component/Lab**

This community-based learning "field" component, offered on an irregular basis, is an add-on to SOCI 333. It entails a minimum of 20 hours in the "field," conducting interviews, attending workshops, fulfilling assignments, and constructing a final project in the form of a podcast in partnership with a community-dwelling elder.

**Credits:** 0.25

**Corequisite:** SOCI 333

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 337 - Globalization and Culture**

What does "globalization" mean, and what does it mean for societies and people facing the onslaught of global corporations? This course examines the phenomenon of globalization from a variety of theoretical perspectives, ranging from neo-liberal economics to cultural anthropology. It analyzes how each of these works defines the causes of globalization and its effects on traditional cultures, community relationships, economic wealth and justice, and political institutions. To put these theoretical works in perspective, interspersed with them will be actual case studies of real people and real communities, ranging from Costa Rican farmers to Thai factory workers, interacting with the forces of globalization. These case studies will allow students to test the abstract analyses and see which theories fit reality.

**Credits:** 1.00

**Crosslisted:** ANTH 337

**Corequisite:** None

**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 340 - Work and Society**

This study of the organization of work in industrialized societies includes the following topics: technology and work; hierarchy and control in the workplace; women, minorities, and work; worker discontent; and the professionalization of work. Special attention is given to the topics of skill and technology, especially with regard to workplace democratization.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 344 - The Sociology of Money and Markets**

Examines the social, cultural, and political underpinnings of economic constructs such as money, the market, consumption, and finance. Students explore how a sociological perspective complements and

challenges traditional economic theories. The focus is on the economics of everyday life - consumption, saving, and investing.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOC1 201 or SOAN 204) or (SOC1 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 348 - American Popular Culture**

Popular culture is an important site for the expression of cultural identity and cultural conflict in America. This course views popular culture as embedded in the cultural politics of American society that involves the formation of ideas, identities, pleasures, and even desires. Theoretical texts are read that place popular culture and mass media in their social, economic, and political contexts. From conflicts over high art and popular art, to leisure and social class, to race and ethnicity, to film and the spectacle, to gender and sexuality, to the postmodern, this course explores the rich history of American popular culture over the last 150 years.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOC1 201 or SOAN 204) or (SOC1 250 or SOAN 210) or (FMST 200)

**Major/Minor Restrictions:** Only Sociology & Anthropology, Sociology, Film & Media Studies Majors and Minors

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

**Formerly:** SOAN 348

### **SOCI 350 - The Social World of the Oceans: Ships, Sailors, Ports, Trade, and Environmental Crisis**

The course seeks to examine the life of the shipping industry, seafarers, and port cities, all crucial to our social understanding of a world where most global trade still moves in ships, and where there are strong signs of renewed naval competition. The course starts by looking at the rise and fall of British maritime dominance. It then focuses on the "container revolution," the rise of the supertanker, and the current economics of shipping. There is strong attention to the maritime labor, the cultures of sailors, and the nature of port cities. The continuing importance of naval power and resurgent piracy are examined. Finally, the course addresses the current ecological catastrophe in the oceans.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOC1 201 or SOAN 204)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 355 - Culture, Class, Politics: Social Theory**

The course charts the development of social theory since the classical social theorists, with a particular focus on how critical social thinkers have understood inequality and forms of social power. The course gives special attention to the relationship between social thought and its historical-political context, and notably its relationship to labor and anti-colonial movements and the "new social movements." Central themes in the course include the problems of the idea of "culture"; how much an understanding of "class" can or cannot explain; and the status of notions of ideology, discourse, and materialism in contemporary social thought. Theorists who work may be covered include Gramsci, Norbert Elias, Karl Polanyi, C. Wright Mills, De Beauvoir, Fanon, Said, Bourdieu, Habermas, Stuart Hall, Anthony Giddens, and others.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOCI 201 or SOAN 204) or ANTH 350

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 361 - Power, Politics, and Social Change**

Examines the relationship between power, politics, and social change with a special focus on social movements. It considers questions such as: What leads to social movement? What do social movements do? What are the tools they use? The approach of this course is historical and comparative. It will consider what social movements can tell us about society, and apply key sociological concepts to considerations of collective action. The course will consider the building blocks of social movements from the perspective of a social movement participant, exercising the notion of 'sociological competence.' By studying social movements through the perspectives of both scholar and activist, students will gain helpful tools for collective action and social change.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 367 - Sociology of Gender**

Drawing on theoretical and empirical research, as well as visual media and print news reporting, this course explores gender as a primary market of social inequality in our society and a major impetus for social change. Specifically, students analyze how gendered ideologies, practices, and contexts shape social institutions such as work, family, medicine, sport, military, religion, and the beauty industry. They examine how institutions and bodies become contested sites for gender and sexual politics. The class also pays close attention to how gendered ideologies work in tandem with race, class, and sexual expectations, constraining (and sometimes enabling) bodies and lives. The course encourages students to analyze US culture with a gendered lens.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210) or (WMST 202)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 369 - Women, Health, and Medicine**

Draws on interdisciplinary research and writings to explore the ways in which the nature, distribution, meanings, and everyday life experiences associated with health, medicine, and illness are shaped by historical, cultural, political, and economic factors. Covering both micro- and macro-sociological terrains, students utilize a gendered lens to critically analyze the construction of gendered medical problems and doctor-patient encounters throughout history, women's experiences in a male-dominated health care system, and social movements in response to medical injustices.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** SOCI 201 or SOAN 204 or SOCI 250 or SOAN 210

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 375 - Media and Politics**

Uses a social scientific approach to examine the role that the media plays in American politics. Key areas of inquiry include the function of the media in democracy, the news-making process, campaigning through the news, political advertising, media effects, governing through the news, and infotainment/satire.

**Credits:** 1.00

**Crosslisted:** FMST 375

**Corequisite:** None

**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210) or (FMST 200)

**Major/Minor Restrictions:** Only Sociology & Anthropology, Sociology, Film & Media Studies Majors and Minors

**Class Restriction:** No First-year

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 378 - Social Theory of Everyday Life**

Since classical times, philosophers and historians have studied and recorded the details of everyday life with an eye to grasping the meaning of social practice. The past 50 years, however, have seen the burgeoning of an exciting body of critical theory on the quotidian. Much of this work is concerned with profound questions about how the systems, structures, and practices of modernity shape basic human interactions with things, with places, and with other persons, and how these, in turn, reproduce social structures. This course presents sociological and anthropological texts concerned with everyday domesticity, cuisine, gesture, movement, activity, entertainment, talk, schooling, and bureaucracy, and explores the theoretical paradigms of knowledge, practice, and power to which these texts are ultimately addressed.

**Credits:** 1.00

**Crosslisted:** ANTH 378

**Corequisite:** None

**Prerequisites:** (SOCI 201 or SOAN 204) or (SOCI 250 or SOAN 210)

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **SOCI 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **SOCI 453 - Senior Seminar in Sociology**

In this capstone seminar for the sociology major, students conduct original sociological research on the topics of their choice. Research projects grounded in sociological theory, review relevant literature on the topics, and collect and analyze data to find their own results. Each student's project results in a significant thesis paper, through which students learn the process of doing sociological research and writing a sociological article. Seminars focus on a variety of broad topical areas in sociology, depending on the instructor.

**Credits:** 1.00  
**When Offered:** Fall semester only

**Corequisite:** None  
**Prerequisites:** (SOCI 101 or SOAN 101) and (SOCI 201 or SOAN 204) and (SOCI 250 or SOAN 210) and (SOCI 251 or SOCI 253 or SOCI 254 or ANTH 211) (SOCI 101 with a grade of C or higher)  
**Major/Minor Restrictions:** None  
**Class Restriction:** Only Senior  
**Recommended:** All Sociology majors should plan to take this course in the fall of their senior year.  
**Area of Inquiry:** Social Relations,Inst.& Agents  
**Liberal Arts CORE:** None

### **SOCI 454 - Senior Seminar in Sociology and Anthropology**

This is the capstone course for students taking the joint emphasis in the sociology and anthropology concentration. Students design original research projects grounded in recent social theory and a review of relevant literatures on their topics; they collect and analyze data related to the topics, and each student produces a significant original thesis. Seminars also examine select theoretical issues in contemporary sociology and anthropology, with the specific focus depending on the instructor. The joint seminar may also be taken by students pursuing the sociology or anthropology emphasis.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** (SOCI 101 or SOAN 101) or (SOAN 102 or ANTH 102) and (SOCI 201 or SOAN 204) and (ANTH 211 or SOAN 211) and (SOCI 250 or SOAN 210) (SOCI 201 and ANTH 102 must have a grade of C or higher)

**Major/Minor Restrictions:** Only Sociology & Anthropology Majors and Minors

**Class Restriction:** Only Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **SOCI 494 - Honors and High Honors Seminar**

Serves as a bridge to the Honors Thesis Workshop. Students develop a proposal and collect initial data for a substantive, research-based thesis project, to be completed in SOCI 495.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** (SOCI 101 or SOAN 101) and (SOCI 201 or SOAN 204) and (SOCI 250 or SOAN 210) and (SOCI 251 or SOCI 253 or SOCI 254 or ANTH 211) (SOCI 101 with a grade of C or higher)

**Major/Minor Restrictions:** None

**Class Restriction:** Only Senior

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SOCI 495 - Honors and High Honors Thesis Workshop**

With the guidance of their instructor from SOCI 494 and a topical adviser from among the continuing faculty in sociology, students work to complete the projects begun in SOCI 494.

**Credits:** 1.00

**When Offered:** Spring semester only

**Corequisite:** None

**Prerequisites:** SOCI 494

**Major/Minor Restrictions:** None

**Class Restriction:** Only Senior

**Restrictions:** Enrollment is limited to seniors who have completed SOCI 494

**Area of Inquiry:** Social Relations,Inst.& Agents

**Liberal Arts CORE:** None

### **SPAN 121 - Elementary Spanish I**

The SPAN 121,122 sequence invites students to an introductory-level communication with the Spanish-speaking world. In SPAN 121, students become familiar with the mechanics of the spoken and written language while sharing information about themselves and their surroundings. Exercises and projects focus on learning about people, cities and music in Latin American and Spain through basic language structures. Students are strongly encouraged to continue into SPAN 122 to complete the year-long sequence. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 122 - Elementary Spanish II**

SPAN 122 builds upon the skills acquired in SPAN 121 by enhancing mastery of the language through the use of short stories, video and audio exercises, and the exploration of other forms of cultural production in the Spanish-speaking world. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 195 - Elementary-Level Spanish Language Abroad**

Elementary-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 201 - Intermediate Spanish**

Designed to improve the student's ability to understand, speak, read, and write Spanish. It includes a comprehensive review of grammar, regularly scheduled vocabulary study, conversational practice, short compositions, and laboratory exercises. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Two or three years of high school Spanish or SPAN 121, SPAN 122

**Major/Minor Restrictions:** None

**Class Restriction:** None



**Recommended:** Students with more than 3 years of high school Spanish should not register for this course. Students with a grade of D+ or below in SPAN 122 are urged to repeat the course before taking SPAN 201.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 202 - Intermediate Spanish: Language and Literature**

Continues to improve the student's ability to understand, speak, read, and write Spanish and emphasizes development of reading comprehension. It includes a review of the more difficult points of intermediate grammar and focuses on the acquisition of skills necessary for the study of literature. Vocabulary study, conversational practice, and short compositions based on readings are included. Instructors will determine eligibility of students with more than 3 or 4 years of secondary school Spanish following review of language background. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** Three to four years of high school Spanish or SPAN 201 or equivalent

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students who receive credit for SPAN 202 by scoring 4 on the AP language exam or 4 on the AP literature exam. Students with more than four years of secondary school Spanish may not register for this course and should select a 300-level course instead.

**Recommended:** Recommended for students who have a good background in grammar but need further training in reading before taking courses at the 350 level.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 225 - Modern Latin American Literature in Translation**

A close study of major modern and contemporary Latin American authors. The literary works are studied in their socio-cultural contexts. Taught in English.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 226 - Latin American Women Writers**

This course is a close study of the literature written by women in modern-contemporary Latin America. Representative authors are studied within the general framework of their socio-literary contexts. Taught in English.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 295 - Intermediate-Level Spanish Language Abroad**

Intermediate-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 351 - Spanish Literature: Knights and Troubadours in Medieval Spain**

Offers an introduction to Spanish literature from its medieval origins through the 15th century, with emphasis on the relations among literature, culture, and civilization. Works from different genres are studied, including epic poetry, Hispano-Arabic poetry, folk ballads, early theater, historical works, and short stories. Students explore issues of authorship, as well as the cultural, religious, and historical contexts that produced each work. Language Placement Guidelines

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** At least four years of high school Spanish or SPAN 202  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Restrictions:** Students who complete a 400-level course may not register for this course.  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 352 - Spanish Literature: Love and Honor in the Golden Age**

This survey examines the interrelated notions of love, sex, and honor as they appear in the prose, theater, and poetry of Spain. Emphasis is placed on the Renaissance and the Baroque, the so-called Golden Age of Spanish literature (16th and 17th centuries). Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least four years of high school Spanish or SPAN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who complete a 400-level course may not register for this course.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 353 - Spanish Literature: Modern Spain in Crisis**

Beginning with the loss of the empire in the 19th century and moving through a series of political upheavals, including civil war and fascism, the history of modern Spain has been one of turmoil and continual conflict. The numerous political crises resulted in larger crises of a social, spiritual, and moral nature. Questions of national identity, generational gaps, and gender, as they appear in Spanish literature from the late 19th century to the present day, are the focus of this course. Readings include works of prose, theater, and poetry drawn from a range of literary movements, and emphasis is placed on the socio-historical context and its relationship with literary innovation. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least four years of high school Spanish or SPAN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who complete a 400-level course may not register for this course.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 354 - Latin American Literature: Illusion, Fantasy, Magical Realism**

Through a survey of Latin American literature from its origins through the 20th century, this course examines the many forms of alternative reality that Latin American writers have created and explored. The course relates those realities to the cultural and sociological history of Latin America as well as to larger Western literary modes, such as the Baroque, Romanticism, and Surrealism. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least four years of high school Spanish or SPAN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who complete a 400-level course may not register for this course.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 355 - Latin American Literature: The Many Voices of Latin America**

The course explores the diversity of literary voices in Latin America, from pre-Columbian texts to the contemporary writings of Castellanos, Rulfo, and García Márquez. This survey introduces students to the most important developments in Latin American literary history as it examines questions of cultural, ethnic, gender, and class identities. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least four years of high school Spanish or SPAN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Students who complete a 400-level course may not register for this course.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 361 - Advanced Composition and Stylistics**

Structured as an intensive composition class. Emphasis is placed on mastering the fine points of Spanish grammar in order to improve writing skills. In addition to regular class meetings, students are required to attend a series of cultural events, which may include film, theater, etc. Language Placement Guidelines

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** At least four years of high school Spanish, or SPAN 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Restrictions:** Not open to students with a score of 5 on AP language exam, except by permission of instructor. Must be taken on campus to fulfill major or minor requirements.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 380 - Perfecting Language (Madrid Study Group)**

Provides students with a comprehensive review of the finer points of the Spanish language, with an emphasis on fostering near-native pronunciation, correctness of grammar in speech and writing, and the idiomatic use of the language in a variety of contexts. Placement in this course is determined by the Director in consultation with the Santiago de Compostela faculty following the two-week introductory session there.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 395 - Advanced-Level Spanish Language Abroad**

Advanced-level language courses taken abroad with a Colgate study group, an approved program, or in a foreign institution of higher learning.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 400 - Special Topics (Madrid Study Group)**

This class, which includes an advanced study of the arts in modern Spain, is offered each fall as part of the Madrid Study Group, and counts for the Spanish major and minor.

**Credits:** 1

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 460 - Spanish Renaissance and Baroque Poetry**

This seminar studies Spanish poetry of the 16th and 17th centuries. Particular attention is paid to three currents: the Petrarchan tradition of love poetry, Neo-stoic moral poetry, and the burlesque. Emphasis is placed on the works of Garcilaso, Fray Luis de León, Góngora, Lope de Vega, and Quevedo.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **SPAN 461 - Theater of the Golden Age**

This seminar studies the techniques and themes of the comedia as exemplified primarily in the works of Lope de Vega, Calderón de la Barca, and Tirso de Molina.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 462 - Cervantes' Don Quijote**

An introduction to Cervantes' masterpiece, based on an analytical study supported by critical bibliography.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 465 - 19th-Century Spanish Literature**

First explores the historical and literary circumstances surrounding the rise of realism in 19th-century Spain, paying particular attention to aspects of the tradition that are peculiar to the Spanish tradition.

Representative works from the height of Spanish realism are examined, and the course ends with the study of texts from the last decades of the century that sought to transcend the limitations inherent in the realist movement.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 466 - Colonial Latin American Literature**

Studies selections from the major genres of the colonial period through the end of the 17th century: the chronicles of the discovery and conquest, lyric and epic poetry, and colonial theater. Pays particular attention to the diverse literary representations of the encounter between Spanish and indigenous cultures, and to the writings of Sor Juana Inés de la Cruz.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 467 - Latin American Romanticism**

Examines the rise of Romantic modes of expression in 19th-century Latin American letters. Works are studied in the context of the continent's struggle for political and cultural independence, anti-slavery sentiment, political dissent and the experience of exile, and the project of nation building.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 468 - Visions and Re-visions of the Spanish Conquest: An Interdisciplinary Perspective**

Combines historical and literary approaches to examine early representations and interpretations of the Spanish discovery and conquest of the Caribbean and Mexico. The first half of the course compares texts produced by indigenous and Spanish actors during the Conquest period. The analysis of letters, chronicles, treatises, codices and other documents offers insight on the diverse Spanish and Native understandings of the events and ways of portraying them, and on the fierce legal and moral debates that the Conquest engendered among Spaniards. The second half of the course focuses on retrospective representations of the Conquest during the established colonial regime. The analysis of plays, poetry, works of art, and other texts of the 16th and 17th centuries reveals how the Conquest and its aftermath were reimagined by Spanish and Creole subjects, enabling them to articulate new forms of power, authority and hybrid identity.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 472 - From the Generation of '98 to the Contemporary Period**

From the turn of the century until the Spanish Civil War, Spanish literature enjoyed an artistic explosion the likes of which had not been seen since the Golden Age. A profusion of literary movements - including the Generation of '98, modernism, and the avant-garde - reflected the creative vibrancy of the nation even as it slipped into political and social chaos. This course analyzes the novels of this period, both in terms of literary innovation and their relationship to ideological trends and social reality in early 20th-century Spain.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 473 - The Spanish Contemporary Novel: From Censorship to Democracy**

In post-Civil War Spain, the prolonged tenure of Franco led to almost 40 years of strict censorship on the part of the government. The death of Franco in 1975 brought a cultural regeneration to the country, which was renowned for its literary innovation and fresh relationship to a new sociocultural context. This course analyzes themes of oppression and social injustice in the literary works of post-war novelists, as well as the novelistic representations of changes undergone by Spain during the transition to democracy.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 475 - Spanish as a Global Language**

Explores the historical, social, and cultural elements represented in the dialectical diversity of the Spanish language. Some of the issues studied are the development of Spanish as the national language of Spain; the contemporary status of regional languages and dialects within Spain; the spread of Spanish in the Americas, Africa, and Asia through conquest and colonization; language policies toward indigenous languages in Latin America; and the future of the role of Spanish as a minority language in the United States. Emphasis is put on the role of language in cultural and social identity as well as in political power and conflict. Taught in Spanish.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 476 - Linguistic History of Spain**

This seminar provides advanced-level language students with the understanding of the evolution of the Spanish language. It focuses on the external history (i.e., cultural, social, historical, and political factors that contributed to the evolution of Spanish from Latin to early romance, and then to the modern language), as well as the internal linguistic changes (i.e., changes in sounds, word formation, sentence structure, and vocabulary). These external and internal developments are considered within the context of linguistic diversity of pre-modern Iberia. Special attention is paid to historical explanations of "irregularities" found in modern Spanish. Therefore, the course is of interest to students who wish to improve their understanding of the idiosyncrasies of the Spanish language. The class also linguistically analyzes a selection from pre-modern texts. This analysis is of particular interest to students who plan to take courses in medieval, Golden Age, and colonial Spanish literature. The course does not presuppose knowledge of linguistics or languages other than Spanish. Taught in Spanish.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 477 - Women Writing in Latin America**

An in-depth study of the relationship between gender and genre in literary texts written by women in contemporary Latin America and the Hispanic Caribbean, the course addresses questions of authorship



within the development of Latin American women's literary traditions, as well as the relationship between patriarchal societies and women's literary discourses.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 478 - Literature of the Caribbean**

A close study of the Hispanic literature of the island nations of the Caribbean, with particular attention to ethnic and cultural diversity. Representative authors in the various genres are studied within the general framework of their social and literary contexts. Emphasis is placed on contemporary writers.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 479 - Contemporary Latin American Literature**

Offers critical study of selected contemporary Latin American texts in the light of current modes of writing and interpretation. Delineates the major patterns of formal and thematic development within the literary history of Latin American letters, but emphasizes the analysis of structural and linguistic problems posed by the texts.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 480 - Major Hispanic Authors (Study Group)**

This seminar provides the opportunity for extensive study of the works of the most distinguished authors writing in the Spanish language. It is taught by a staff member who has particular interest and expertise in the literature to be examined.

**Credits:** 1.00

**When Offered:** On an irregular basis

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 481 - Major Hispanic Authors**

This seminar provides the opportunity for extensive study of the works of the most distinguished authors writing in the Spanish language before 1900. It is taught by a staff member who has particular interest and expertise in the literature to be examined.

**Credits:** 1.00  
**When Offered:** On an irregular basis

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 482 - Major Hispanic Authors**

This seminar provides the opportunity for extensive study of the works of the most distinguished authors writing in the Spanish language after 1900. It is taught by a staff member who has particular interest and expertise in the literature to be examined.

**Credits:** 1.00  
**When Offered:** On an irregular basis

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 483 - Spanish American Modernismo: Spleen, Femme Fatales, Artificial Paradises**

Analyzes literary works from the Spanish American Modernista period (1880-1910). The critical analysis of poems, chronicles, short stories and novels will be situated within the broader context of modernity, and within relevant social, cultural and political contexts in Latin America during the transition from the 19th to the 20th century.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **SPAN 484 - Hispanic Writers and the Spanish Civil War**

An in-depth study of a wide range of literary texts (including poems, short stories, chronicles, and memoirs) by significant Hispanic writers that demonstrate these authors' literary and political engagement with the Spanish Civil War (1936-39). Other forms of cultural production (such as films, paintings, political speeches, and propaganda posters) will also be analyzed in an exploration of the close connection between literary practice and political commitment in times of war.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 485 - Latin American Novels Before the Boom (1910-1950)**

Undertakes an in-depth study of selected novels written before the Latin American Boom of the 1960s. These highly experimental texts, covering a wide range of geographical regions, will be situated within relevant cultural and socio-political contexts, which include topics related—but not limited to—technology and mass media, urbanization and public spaces, working-class movements, and critiques of Hollywood's culture industry.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 490 - Honors**

Students pursuing honors in Spanish enroll in this course.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **SPAN 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 211 - Tragedy & Tragic Vision**

An introduction to literary study that focuses on readings in western drama, chosen primarily from authors writing in the period from classical antiquity through the Renaissance, and explores theories, definitions, and the performance of tragedy.

**Credits:** 1.00  
**Crosslisted:** ENGL 211  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 232 - London Theater Study Group: Campus Prep**

This 0.25-credit course designed to prepare students for the London Theater Study Group experience. The course will meet for a total of ten hours, during the semester before the group is scheduled to commence. The class will engage in series of framework readings, and a live theater performance in order to prime and prepare students for the coursework abroad.

**Credits:** 0.25  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 240 - Intro to Hip Hop Dance**

An introduction to the fundamental movement techniques and concepts of hip hop dance. Work will focus on the mechanics of rhythm, popping, waving, and choreography. It will include attending live dance concerts, written assignments, readings, and choreography projects. In addition to physical practice, hip hop will be studied as an embodied cultural form with particular attention given to histories and issues of race, gender, and class.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 246 - Introduction to Performance Studies**

What is performance? The verb "to perform" can be variously defined as "to carry out an action," "to discharge a duty," "to accomplish a task," and "to present to an audience." Interdisciplinary in nature, students explore performance in the context of the performing and media arts, as well as in the context of ritual, politics, and everyday life. Emphasizes the relationship between performance and race, gender, sexuality, and other vectors of identity: how are various types of difference enacted, articulated, and represented through performative acts?

**Credits:** 1.00

**Crosslisted:** FMST 246

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **THEA 250 - Stagecraft**

An introduction to the "behind the scenes" disciplines that are required to successfully mount a theatrical production. Subjects will include set construction and painting, theatrical lighting, sound, stage management, rigging, and special effects, all with a strong commitment to workplace health and safe work habits. Students are involved with the construction of the University Theater production and with the general operation of a working theater. Course requirements include 20 lab hours. This course is open to all students, with theater majors and minors given priority.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **THEA 252 - Scenic Design**

A hands-on introduction to the aesthetics and practice of set design. The course examines the relationship between play and text analysis, concept, and production. It explores the set designer's responsibility as artist and collaborator. Historical and visual research and the step-by-step development and realization of individual design concepts are introduced. Basic technical skills, such as perspective drawing, drafting to scale and model building, are taught with the goal of expressing the students' imaginations in a full and articulate manner.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** ENGL 252

### **THEA 253 - Costume Design**

An introduction to the aesthetics and practice of costume design. The course examines the relationship between play and text analysis, concept, and production. It explores the costume designer's responsibilities as artist and collaborator. Historical and visual research and the step-by-step development and realization of individual design concepts are introduced with the goal of expressing the students' imaginations. Basic drawing and painting skills are taught and applied. A corresponding lab in the costume shop offers practical experience in basic costume construction techniques: patterning, draping, cutting and sewing.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** ENGL 253

### **THEA 254 - Basic Acting**

An introduction to acting as art, discipline and craft. This course provides a practical and theoretical introduction to the basic skills of acting. No prior acting experience is required. The course consists of individual and ensemble exercises to develop physical awareness, concentration, and imagination. The course is aimed at enhancing self-confidence, expressiveness, and creativity. Acting teaches poise and presence, vocal and physical coordination. Through corporeal exercises, improvisations, play analysis, and scene work students acquire a working vocabulary in the fundamentals of acting. The course culminates with in-class performance work.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** ENGL 254

### **THEA 257 - Workshop in Children's Theater**

An introduction to performance through the creation of a play for young audiences. In this intensive workshop students explore all aspects of theater-making, familiarizing them with the building blocks of theater production. The course culminates in public performance and involves a service-learning component, which may include community-based projects and touring.

**Credits:** 1.00

**Corequisite:** THEA 257L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **THEA 257L - Children's Theater Lab**

Required corequisite to THEA 257.

**Credits:** 0.00

**Corequisite:** THEA 257

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **THEA 259 - Performance I**

Credit for performance in a University Theater production. May be repeated up to three times for credit. The University Theater production is an opportunity offered to students to be involved in a production directed either by a Colgate faculty member or by an artist in residence. The production is cast through an audition process, which usually occurs at the beginning of each semester. Students may also receive credit through working on the production in a substantial technical or production related role.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

**Formerly:** ENGL 259

### **THEA 266 - Introduction to Drama**

A survey of theater history and dramatic literature from ancient Athens through the early 19th century. Plays include not only classics of Western drama but also exemplary theater texts from around the world.

**Credits:** 1.00

**Crosslisted:** ENGL 266

**When Offered:** Usually in the fall semester

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Recommended:** Students intending to major/minor in theater usually take either THEA 266 or THEA 267 by the end of sophomore year.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **THEA 267 - Modern Drama**

A survey of the new theatrical styles to emerge around the world in the 19th and 20th centuries. Course readings closely consider the relationship between a play's literary form and its realization in performance, as well as theater's response to the emergence of film, television, and new media.

**Credits:** 1.00

**Crosslisted:** ENGL 267

**When Offered:** Usually in the spring semester

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Recommended:** Students intending to major/minor in theater usually take either THEA 266 or THEA 267 by the end of sophomore year.

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **THEA 271 - Introduction to Contemporary Dance**

Introduces students to the concepts and practice of contemporary dance. Students gain confidence, fluidity, and control of their movement expression.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **THEA 272 - Dance Imagery & Improvisation**

Teaches students how to use imagery as a choreographic tool to develop personal and inventive movement expression. Exercises emphasize a holistic body-mind perspective and cultivation of subtle body consciousness. This course complements the introductory through advanced levels of contemporary dance technique, as well as acting and theater improvisation courses. Students discover their aesthetic preferences and work to expand their expressivity.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

## **THEA 321 - Shakespeare**

Selected comedies, tragedies, and histories of Shakespeare, considered from a variety of critical, theatrical, historical, and textual perspectives, depending on the individual instructor's interests. Students may take both 321 and 322, although only one of these courses may be counted towards a Theater major or minor.

**Credits:** 1.00

**Crosslisted:** ENGL 321

**When Offered:** Fall semester only

**Corequisite:** None



**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year, Sophomore  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 322 - Shakespeare**

Selected comedies, tragedies, and histories of Shakespeare, considered from a variety of critical, theatrical, historical, and textual perspectives, depending on the individual instructor's interests. Students may take both 321 and 322, although only one of these courses may be counted towards a Theater major or minor.

**Credits:** 1.00  
**Crosslisted:** ENGL 322  
**When Offered:** Spring semester only

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No First-year, Sophomore  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 332 - Theater and Performance: London and the International Stage (Study Group)**

Designed for students to experience, examine and analyze from a performance perspective live theater and performance in London. While the course will focus primarily on British theatre: its productions, playwrights, traditions, theatres, and artists students will have the opportunity to attend performances by international companies in London. Productions attended will include as wide a variety of venues, styles, and periods of theatre as possible.

**Credits:** 1.00  
**Prerequisites:** THEA 232  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 341E - Performing & Media Arts in Hong Kong (Extended Study)**

A three-week extended study course in the spring. The course offers students an immersive experience in Hong Kong's vibrant performing and media arts scene. It includes visits to live performances, film screenings, museums, and galleries, as well as lectures and walking tours with Hong Kong-based scholars on the city's history, arts, and culture.

**Credits:** 0.50  
**Crosslisted:** FMST 341E  
**Prerequisites:** FMST 340 or (ENGL 349 or THEA 349)  
**Major/Minor Restrictions:** None  
**Class Restriction:** None

**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **THEA 349 - Global Theater**

An exploration of Asian, African, intercultural, and postcolonial performance traditions, spanning theater, dance, ritual, and everyday life. Course materials include both classic and contemporary play texts along with selected readings in history, anthropology, and performance studies.

**Credits:** 1.00  
**Crosslisted:** ENGL 349  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 350 - Theater Practicum**

Concerted, directed work in a specific theatrical skill.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None  
**Formerly:** ENGL 350

### **THEA 351 - American Theater**

Asks how we perform our American identities, both onstage and off. Readings include Euro-American, African American, Asian American and Latinx plays from the 19th century to the present along with selected readings in theater history and performance theory.

**Credits:** 1.00  
**Crosslisted:** ENGL 351  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 353 - Theater Play and Improvisation**

A course designed to cultivate the actor's creativity, spontaneity, and collaborative skills through theater play and improvisation. The course strives to locate the "quality of play," which, at its essence, is a deep sense of far reaching curiosity. Narrative and corporeal improvisation are explored with a focus on the relationship

between the actor's body and intellect.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** ENGL 353

### **THEA 354 - Basic Directing**

An introduction to the art and craft of directing. Theoretical information is coupled with concerted exploratory work. The aim is to create common experience in acquiring the fundamentals of the discipline, identify and cultivate individual creative potential, develop leadership skills and artistic responsibility.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** ENGL 354

### **THEA 355 - Advanced Acting**

A technique and scene study class designed to be an exploration of plays with heightened language and/or style, e.g., the Greeks, Shakespeare, Moliere, or other verse drama.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** THEA 254 or ENGL 254

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **THEA 356 - Playwriting**

General principles of playwriting. The goal of the course is the creation of a finished work: a one-act play, one act of a longer play, or a complete play. Writing for the theater represents emotional and artistic commitment and intellectual pursuit. As part of the learning process, students tackle the artistic and pragmatic challenges of building methodically from the seeds of inspiration to the crafting of the well-written play. Text analysis investigates classic and modern plays. The class is a first-hand initiation into the vocabulary and technique of collaboration for the development of original material.

**Credits:** 1.00

**Crosslisted:** ENGL 356

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 358 - Narrative Screenwriting**

A workshop approach to the craft of writing for the camera. Students read and analyze screenplays in order to understand the process of how the screenwriter tells a story. A complete, short, narrative screenplay is the final project for the course.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 359 - Performance II: Devised Theater Workshop**

A collaborative, advanced performance-based course focusing on the rehearsal of a work for public performance with a faculty or guest director. The course focuses on devising, a process that enables a group to be creatively involved in a work that both emerges and is generated by the group working collectively.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** (THEA 254 or ENGL 254) or (THEA 353 or ENGL 353)  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 363 - Narrative Improvisation and Storytelling: Gateway into Theater**

An advanced improvisation course building on the skills and techniques acquired in THEA 353. Students will develop and acquire new collaborative theatrical improvisational skills through the addition of long form improvisation, storytelling and public performance.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** THEA 353  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **THEA 371 - Advanced Contemporary Dance**

For students with some technical dance training experience, this course challenges participants to be daring in their dance while finding ease and fluidity in their movement.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** THEA 271

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **THEA 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **THEA 454 - Advanced Directing**

The course in the art and craft of theatre directing is a continuation of THEA 354, focusing on expanding students' directorial experience and expertise. Through reading, writing, exercises and practical assignments students develop the ability to analyze and interpret dramatic text, communicate and implement a directorial vision. Students perform technical and artistic requirements toward the completion of a theatre production.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** THEA 354 or ENGL 354

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **THEA 458 - Shakespeare's Contemporaries**

English drama from the mid-16th century to the closing of the theaters in 1642, including plays by Kyd, Marlowe, Jonson, Middleton, Webster, and others of Shakespeare's contemporaries.

**Credits:** 1.00

**Crosslisted:** ENGL 458

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **THEA 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **THEA 495 - Senior Seminar in Theater**

A studio course that brings together all senior majors and minors in a conceptual, creative project. THEA 495 is the culminating experience of the Colgate theater student. Students in the seminar create a piece of theater as an ensemble, developed not only through work with text but also through close attention to the raw materials of theater-making: time, space, and the body. Research and critical writing assignments form an integral part of the seminar, which may also include visits by guest artists and trips to see theater and performance beyond the Colgate campus.

**Credits:** 1.00

**When Offered:** Fall semester only

**Corequisite:** None

**Prerequisites:** THEA 254 or ENGL 254 and (THEA 211 or ENGL 211 or THEA 266 or ENGL 266 or THEA 267 or ENGL 267)

**Major/Minor Restrictions:** Only Theater Majors and Minors

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** ENGL 495

### **THEA 496 - Special Studies for Honors Candidates in Theater**

Creation and presentation of a significant work of playwriting, directing, design, and/or performance. With permission of the director of the theater program, theater majors who wish to pursue an honors project in the spring semester of their senior year may enroll in this course. Honors projects must be proposed in the fall semester of senior year. The project may also take the form of a long-form critical, historical, or theoretical essay.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **UNST 106E - In the Footsteps of Galileo (Extended Study)**

An extended study course that follows a semester-long exploration of the development of modern scientific inquiry and knowledge, the conflict between science and religion, and the Galileo Affair in *Saving the Appearances: Galileo, the Church, and the Scientific Endeavor* and of Italian language and culture in *Elementary Italian*. The extended study course synthesizes a historical narrative that entangles the evolution of Catholic Church doctrine, the foundations of the epistemology of modern science, and Italian firebrand whose work left a lasting imprint on both endeavors and the language and the culture of the region he inhabited.

**Credits:** 0.50

**Corequisite:** CORE 106S

**Prerequisites:** ITAL 121 and CORE 106S

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 210 - Innovation in the Digital Age**

Recent technological developments have changed the way that people create ideas and goods, interact with each other, and approach everyday tasks. This course investigates the rapid pace of disruptive innovation that is grounded in principles exemplified by advances in, and uses of, digital computing and communication networks. Such principles included discretization, modularity and reusability, resource sharing, automation, peer production, network effects, and the wisdom and fallacy of crowds. Scientific underpinnings and broad societal and economic effects of these principles will be studied. Special attention will be paid to the global reach of these principles, highlighting Israel and Brazil as examples of international contexts in which to deeply explore a culture of digital innovation. Open to Class of 2019 Benton Scholars only.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior, Sophomore

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 313 - Darwin and the Victorian Age of Discovery**

Charles Darwin's *The Origin of Species* precipitated a scientific and philosophical revolution that continues to reverberate in contemporary society. This course is a vehicle for exploring the extent to which Darwin's

theory of natural selection - the single most important, unifying scientific idea ever proposed - reflected and transformed the scientific, social, political, economic, religious, as well as literary and artistic, contexts of Britain in the Victorian age of discovery (1830s-1900). An appreciation for Victorian society reveals how Darwin's travels, career choices, scientific activities, domestic life, fragile health, and delayed publication of his evolutionary theory were shaped by the culture of the time. Examining the diverse and intense reactions to Darwin's "dangerous idea" shows how his theory has been extended far beyond biology to a broad range of intellectual disciplines. Seminar discussions are based on multidisciplinary assignments, student presentations, and interactions with invited speakers. These are enhanced by field trips to classic localities of geologic interest and to a natural history museum.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 324 - Technology, Science, and Culture in the History of Manchester (Study Group)**

This Manchester study group course is an experiential look at the evidence of how technology and science changed Manchester, the first industrial city in the world, and my extension, changed the way we all live in the industrialized modern age. The study group visits an operating textile mill at Helmshore; the site of the first commercially smelted iron in the world at Ironbridge; the Leeds Liverpool Canal and its system of canal locks; the Albert Dock, at Liverpool, a primary 19th-century port for cotton and emigration; North Wales and its early 19th-century bridges and aqueducts; and a slate mine near Mt. Snowdon that provided Victorian Britain with its roof tiles.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 325 - The City on Water (Venice Study Group)**

Focuses on the exceptional character of Venice as a city built on water. An examination of the environmental setting of the Lagoon of Venice and traces the long history of the city's development from its origins to the present day. Special attention is paid to the on-going give-and-take between the city and the sea, which has resulted in the complete transformation of the lagoon over the centuries, and the challenge of 'saving' a city at sea level from flooding in the 21st century.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None



### **UNST 326 - Workshop of the World: Britain's Industrial Revolution in Regional Perspective (Study Group)**

A survey of key themes in the economic and social history of Britain during the classic period of the industrial revolution (c. 1740-1850) and later economic transformation (1851-c. 1939). The aims of the course are to encourage students to reflect upon debates that historians have engaged in relation to these themes, as well as to relate these broad themes to regional perspectives (e.g., emergence of the railway networks vis-a-vis regional specialization of industrial activity, the regional impact of the loss of export markets for British goods following the First World War, etc.). At the end of the course, students are able to identify interactions between the social, economic, and political processes that shape an industrial society, how historians often deal with conflicting evidence about the scope and extent of change, and reflect upon how the study of history can inform our understanding of social and economic change.

**Credits:** 0.50

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 330 - Health and Healing Practices (Wales Study Group)**

Humans have always been concerned with their health and have used various healing methods since ancient times. Focusing on Wales and beginning with an examination of the healing traditions of ancient Celtic people, the impact of successive conquerors and of contact with merchants on medical practices in Wales will be explored. New diseases which arose as human population increased and cities grew and industries developed will be examined. Also numerous scientific discoveries and inventions have changed healing practices. This course will examine changes in the concept of health and in the practice of medicine over time, ending with a consideration of the state of the current health care system in Wales, comparing it to the US health care system, and of future prospects for health care systems.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 350 - Interdisciplinary Methods Seminar**

A methods seminar designed to prepare students to complete interdisciplinary research. Students become familiar with how one designs and conducts research in the humanities and social sciences, learning different research methods that can be applied in multiple areas of inquiry. Beyond hands on experience in research design and methods, students will gain familiarity with key readings within the specific interdisciplinary program(s) with which the faculty instructor is associated.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Recommended:** Students in humanities and social sciences who are preparing to conduct independent interdisciplinary research.

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 410 - Seminar: Area, Regional, and Global Study**

The University Studies research seminar in area, regional, and global studies aims to provide an interdisciplinary senior capstone experience for majors in the Africana and Latin American Studies, Asian Studies, and Middle East and Islamic Studies. Based on the style of a graduate-level seminar, this course offers students the opportunity to explore and understand a trans-regional topic selected by the instructor. The seminar also provides a senior thesis workshop that helps guide the students through the process of developing a significant work of undergraduate scholarship.

**Credits:** 1.0

**Prerequisites:** None

**Major/Minor Restrictions:** Only Asian Studies, Middle East and Islamic Study, Africana & Latin Amer Studies Majors and Minors

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **UNST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WMST 202 - Women's Lives: An Introduction to Women's Studies**

Explores gender from a variety of angles, and in tandem with race, ethnicity, class, religion, sexuality, and other markers of identity. Students develop vocabulary and tools to speak and think critically about oppression, patriarchy, social change, and common assumptions about the world and people around us. A primary goal is to explore both the forces that feed into inequality and discrimination, and ways to resist, challenge, and overcome those forces. Students explore issues ranging from bodies, work, families, identity, politics, medicine, history, and the media, as well as the ways in which feminist movements around the world have addressed these topics.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Senior

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WMST 205 - Queer Latina Visualities: Art, Theory, and Resistance**

An introduction to queer Latina art as a field of interdisciplinary feminist inquiry, with a focus on art by Chicana, Xicana, Indigenous, Central American, Puerto Rican, Dominican, and Cuban artists. This course examines the synergistic relation between queer Latina feminist art, theory, and resistance. Students will learn how queer Latina visualities are shaped by historical, social, and political forces - like colonialism, racism, and globalization - and how queer Latina artists, in turn, act upon and shape the social world. Students investigate queer Chicana/Latina feminist texts, asking how artists challenge existing power dynamics, embody decolonial knowledge.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WMST 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WMST 301 - Feminist Methodologies: Theory and Praxis**

Is there a distinct feminist method of carrying out research? How do feminist and decolonial methodologies challenge - or complement - conventional research methodologies? This course provides a framework for thinking about methods and forms of knowledge production from a feminist decolonial perspective. The

course examines how feminist scholars challenge dominant theories of knowledge through a lens that recognizes multiple, interrelated axes of inequality.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** WMST 202

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WMST 302 - Women's Lives: Biography and Autobiography**

"What would happen if one woman told the truth about her life? The World would split open." So wrote the poet Muriel Rukeyser. In this seminar students read autobiography and biography in order to understand the woman and her culture. The course balances a study of the lives of prominent, exceptional women with study of the ordinary lives of ordinary people.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No First-year

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WMST 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WMST 490 - Women's Studies Senior Seminar**

The course is taught by the members of the women's studies faculty, and the content of the course takes a different shape depending on the instructor. The content of the course is interdisciplinary; the course is rooted in and utilizes feminist theory; and, where appropriate, students engage in some form of praxis in the process of understanding the connection between the classroom and the world in which we live. Major and minor students are required to take this course in the spring semester of their senior year.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** Only Women's Studies Majors and Minors

**Class Restriction:** Only Senior

**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **WMST 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **WMST 499 - Honors in Women's Studies**

Students pursuing honors research enroll in this course.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **WRIT 102 - Introduction to Rhetoric in the Liberal Arts Tradition**

Artes liberales--the liberal arts--those arts that are proper for a free citizen, according to Cicero. These arts numbered seven in the medieval curriculum, the language arts--grammar, logic, and rhetoric--constituting the first three or trivium. While the trivium has all but disappeared in today's college curriculum, increasingly scholars across the disciplines are discovering the integral role rhetoric plays in equipping citizens for effective participation in a democracy. Drawing upon the liberal arts tradition, the aim is to cultivate students' capacity for eloquence through inquiry. To foster this human impulse to inquire, students will engage in a number of inquiry projects that will ask them to reflect on their personal experiences, to analyze the forces that shaped those experiences, and to look critically at the way that social and cultural identity is formed. In conjunction with the three inquiry projects, students engage in an intense amount of work on rhetorical invention (the discovery of ideas for writing), composing a workable draft, reading and revising the draft, and rereading and editing it for fluency in grammar, punctuation, and style. The course fulfills the writing requirement.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** No Junior, Senior  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

## **WRIT 103 - Rhetoric and Writing**

Teaches the basic elements of college writing, strategies for reading and effective note-taking, the discovery and development of ideas, thesis development, organization and coherence, and editing skills. This course meets the writing requirement.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior, Sophomore

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **WRIT 105 - Colgate Talk**

Consider those who write for Colgate. A number of students, and many more professionals, hold jobs here that require speaking and writing on behalf of Colgate University. This course samples these writings as both theme and organizing principle, forming a textbook of practical rhetoric. It trains students in the analysis of texts through traditional rhetorical questions: What intellectual claims are made? What values are attributed to Colgate? What audiences are addressed? In writing their own texts about Colgate's current issues, students learn important speaking, writing, and reading strategies. In a sequence of expository essays, students develop new powers of persuasion by studying the interaction of language, point of view, and local cultural knowledge. The course meets the writing requirement.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** Only First-year

**Area of Inquiry:** None

**Liberal Arts CORE:** None

## **WRIT 110 - Academic Persuasions: An Introduction to Rhetoric, Research, and the Academic Essay**

By taking a rhetorical approach to academic writing, this course asks students to cultivate sustained and reasoned understandings of the relations between writer, audience, subject/text, and disciplinary contexts. Students engage in analytic essays and research projects within the discipline of rhetoric, developing facility with analytic habits of mind, discursive moves typical in academic writing, and the construction of clear, complex, and logical arguments about civic discourse. The course focuses on several essential elements of college writing and research: strategies for active analytic reading and effective note taking; compiling and critical reading of research sources; the discovery and development of a strong thesis supported by persuasive evidence; the skills of summary, definition, analysis, interpretation, and synthesis; organization and coherence; revision processes; and editing skills. This course meets the writing requirement.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** No Junior, Senior, Sophomore

**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **WRIT 203 - Argumentation**

Students in this course learn critical techniques for argumentation by analyzing the arguments of other writers and applying these techniques to their own writing. Both academic and popular sources are analyzed for their use of evidence, the presence of logical appeals, and their use of rhetorical devices. Special attention is paid to problems arising from more complex critical analysis, such as appropriate ways to treat conflicting sources, detecting the biases in both primary and secondary source material, and examining the biases of the student's own arguments.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **WRIT 205 - Writers and Readers**

Focuses on one of the most important characteristics of a successful writer: the ability to, first, imagine a reader's point of view, and second, to establish an imaginary dialogue with that reader. The more the imagined reader anticipates the response of a real reader, the more power the writer can command. Students consider the following topics in depth: the split in the writer's self - creator and editor; automatic language - the clichéd medium of conscious life; the practice of self-paraphrase to get beyond the automatic; the development of the writer's potential voices; control over real readers; the imagined reader in the writer's head; and alienation and authority in college-level writing. To accomplish the goal of developing awareness and control of the relationship between writer and reader, students establish a writing community that works primarily with rough drafts in a workshop format. Principles of helpful feedback/response are taught explicitly, and learning to be a supportive but critical reader improves the students' editing skills at the same time that it models the realities of a reader's difficulties in the hands of an unskilled but developing writer.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **WRIT 210 - The Rhetoric of Style**

In ancient Greece and Rome, teachers of rhetoric taught style (elocutio) as one of five essential canons, or rules, for effective and persuasive communication. By this rule, an effective communicator reaches an audience not just through the content of speech, but also through its artful expression. This course studies how writers' stylistic choices can profoundly influence the reception and interpretation of texts. With the goal of practicing new stylistic techniques in their own writing, students closely analyze published authors' diction, sentence structure, punctuation, and figures of speech. Readings for the course include short sample pieces from a variety of genres, written by a variety of authors, as models. Because an understanding of prescriptive English grammar is essential to experiments in style, students review the parts of speech and

study the parts of sentences, principles of syntax, and punctuation conventions. This course does not meet the writing requirement.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **WRIT 215 - Public Speaking**

Since the origins of western democracy, rhetoricians have taught the study and practice of public speaking as an essential art of public life and civic responsibility. This course fuses theory to praxis in introducing students to basic public speaking skills, including researching, organization, and writing effective oral presentations; developing skills of critical listening and audience analysis; surveying key examples of public address; and providing students the opportunity to work in different speech situations. Students develop poise and self-confidence in public speaking as they deepen their understanding of the evolving aesthetics of public discourse in the context of new media and global cultures. This course does not meet the writing requirement.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** WRIT 115

### **WRIT 225 - Visual Rhetorics**

Approaches the study of rhetoric by foregrounding the dynamic relationship of text and image. How does a writer's combination of verbal and visual elements communicate different arguments when circulated among different audiences? How do verbal/visual texts imitate, represent, and/or constitute cultural identities, norms, values, or practices? With the goal of becoming effective rhetorical critics, as well as incisive consumers and producers of visual culture, students in this course study a variety of visual texts in print and electronic form and examine these texts' complex powers of persuasion. The primary work is to develop and strengthen fluency in rhetorical discourse and visual literacy, as students work to perceive and analyze, as well as design and create, verbal-visual texts.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

**Formerly:** WRIT 340

### **WRIT 231 - Ethos and the Personal Essay**

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By exploring the boundary between private and public writing, students examine how personal reflection intersects with critical analysis to develop a disciplined expository essay. Drawing on examples from a variety of publications, it develops skills in autobiographical and biographical essay writing, journal writing, and expository writing, and then shows how these skills can enrich the expository essay without sacrificing its academic tone and structure.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **WRIT 242 - Stand and Speak: Feminist Rhetorics and Social Change**

As an introduction to rhetoric, rhetorical history and criticism, and feminist rhetorics, this course fore-grounds the study of how 19th-century women used both pen and voice with rhetorical precision to "stand and speak" to issues that marked their personal lives and their times. By studying women who composed and embodied what is now understood as the early years of the first wave of U.S. feminism, students access a genealogy of women rhetors who serve as exemplars - and cautions - for later waves and for their own contemporary visions of social change. By positioning the study of rhetoric as the study of language as it constitutes social relations, power, and knowledge, students become more acutely aware of and fluent in the composition, circulation, and criticism of private and public discourses, the verbal material through which they construct social worlds. The work for this course requires close reading and active discussion of course texts through a rhetorical lens and through the category of gender. This course does not meet the writing requirement.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **WRIT 250 - Kairos: The Art of Rhetoric from Ancient to Modern Times**

Rhetoric--the effective use of language to persuade a given audience--is as old as human speech itself. Yet attuned as they were to "kairos," the opportune time of a fledgling democracy in Athens, the ancient Greeks were perhaps the first to codify rhetorical practice as an art. This is a course about time, about the art of rhetoric as a most effective medium of change at the right time. Students see this when rhetoric served as a vehicle for change in 5th-century Greece, when it equipped individuals to write and preach to effect change in the so-called dark ages, and when it gave women and former slaves the voice to change attitudes and institutions in the 19th and 20th centuries. Students survey the entire history of western rhetoric from the earliest treatises to the most recent theories. In addition to examining this history through a close reading of canonical texts, students come to know the rhetorical tradition through experience, by engaging in the very practices (e.g., medieval preaching and letter writing, and 18th-century exercises in elocution) associated with rhetoric in a particular historical period. The many rhetorical terms, concepts, principles, and practices covered in the course provide students the proper background for further study in the more specialized areas of rhetoric.

**Credits:** 1.00

**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **WRIT 260 - Biblical Rhetoric**

Examines the various ways that writers and speakers draw on the Bible for rhetorical force. Many of the works that call on the Bible for inspiration are not of a religious nature at all, raising questions about the nature of biblical style. Readings range from the Venerable Bede and Queen Elizabeth I to Bob Marley and Douglas Rushkoff, in addition to source material from the Hebrew Bible and the New Testament. No previous knowledge of the Bible is needed.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **WRIT 270 - The Rhetoric of Comics**

Focuses on the ways that comics - often defined as the interplay of words and images - convey specific messages, whether instructional, narrative, persuasive, or other. Close analyses draw on principles of visual rhetoric, comics scholarship, photography, and related disciplines. Readings cover the theory, history, terminology, and genres of graphic narratives.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **WRIT 280 - Rhetorical "Borderlands": Introduction to Comparative Intercultural Rhetoric**

By taking a transnational comparative perspective, this course introduces students to several key questions in comparative and intercultural rhetoric, from the most basic question of "How does culture shape language, and how does language, in turn, shape culture?" to more complicated questions: How do cross-border and cross-cultural engagements constrain and influence rhetorical practices and interactions? How do cultural logics, values, and assumptions hierarchically govern different geo-political spaces? In what ways have individuals and groups both conformed to and resisted discursive structures of power and privilege? And finally, in what ways can comparative and intercultural study sharpen our own critical insights about and rhetorical agency within such dominant structures? This course will address these questions and others as students work to develop and strengthen skills in critical analysis, research, and reflective practices through the lens of transnational comparative intercultural rhetoric.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **WRIT 291 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **WRIT 303 - The Rhetoric of Data Visualization & Infographics**

Our world is increasingly visual; more and more of the information we consume and produce is presented in images. This course focuses on the visual presentation of numerical information - everything from box-and-whisker plots to flashy infographics - and specifically how such information can effectively persuade its readers. Emphasis will be on both analyzing and making visualizations; there will be no attention to data collection or analysis. Students can expect to improve their visual literacy skills; no facility with statistics or software packages is required.

**Credits:** 1.00  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** None  
**Liberal Arts CORE:** None

### **WRIT 315 - Public Address**

The study of public address has long been considered the cornerstone of a liberal arts education - meant to prepare graduates for success in public life as citizens, community members, and professionals. Students will examine public discourse on a relevant theme while familiarizing themselves with key debates regarding the theory and criticism of public address. Following that, students will engage in their own rhetorical criticism, as well as participating in speech and dialogue exercises that draw on rhetorical principles. As students immerse themselves in the history, criticism, and performance of public address, they will also consider how rhetorical dynamics inform issues of democracy and citizenship, especially as those issues relate to differences of ethnicity, race, class, and gender.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None

**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **WRIT 325 - The Narrative in New Media**

Students will explore the ways in which innovations in media have changed the shape of narrative and textuality. People often assume that new media is a 20th-century development, but this course will be a more historicized view; the printing press, after all, changed media more fundamentally than anything since. Starting with a foundation of media theory and narrative theory, the course will then work through the ages: printing; newspapers; color printing; radio; television; electronic fiction; fan fiction; hypertext; remix aesthetics; and videogames.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None  
**Formerly:** WRIT 222

### **WRIT 342 - Rhetoric in Black and White: Communication and Culture in Conflict**

In the nearly 400-year history of social relations between Blacks and Whites in America, rhetoric has often failed. Civil war, Jim Crow, Civil Rights, and Black Power were all actions or movements that ensued largely because words fell short of persuading persons of good will to submit to reasoned arguments. Arguably a pillar of American democracy (as in the freedom to speak and to dissent), why has rhetoric been so seemingly ineffective in securing mutual respect and understanding between America's Black and White citizens? This course seeks to answer this question by closely examining the styles of communication that historically have shaped the cultural identities and public personas of the two groups. From slave speech to the languages of protest in the 1960s to verbal expression in rap music and social media today, the course considers why communication or dialogue involving race is often doomed to fail.

**Credits:** 1.00  
**Corequisite:** None  
**Prerequisites:** None  
**Major/Minor Restrictions:** None  
**Class Restriction:** None  
**Area of Inquiry:** Human Thought and Expression  
**Liberal Arts CORE:** None

### **WRIT 345 - Crafting Bodies: Movement, Gender, and Performance**

The primary focus will be the body as viewed through the rhetorical lens of *techné*, defined by Aristotle as crafted knowledge and application. It engages with recent developments in the field of rhetoric, which has expanded to consider how persuasion and meaning making are impacted by movement, gender, and performance. To this end, the course will center on theories for studying bodies, introducing students to the dominant conversations within rhetoric and related fields. Students will apply these frameworks to texts from popular, political, and artistic performances to better understand how dominant narratives about the body constrain or enable certain types of behavior and what they signify. Through this theoretical and practical

study, students will become critically aware of the intersections of bodies and their representations and how these intersections influence our capacity for engaged deliberation and social action.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **WRIT 346 - Hip Hop: Race, Sex, and the Struggle in Urban America**

Examines the ways in which language has reinforced racial and ethnic identities and divisions in post-civil rights America. It explores the conceptual origins of race, ethnicity, and other categories of difference, particularly those produced through legal, political, socioeconomic, and humanistic discourses. Recognizing that the United States is not just a multicultural society but a multilingual one, the course investigates how urban American youth have "talked back" to power and seized the power to name. It focuses in particular on uses of the Hip Hop vernacular by urban Latin Americans, African Americans, Asian Americans, and white Americans to give voice to their reality and the urban struggle. The course also traces the causes and consequences of historical silences, as suggested by Martin Luther King's dictum: "A riot is the language of the unheard."

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **WRIT 347 - Language and Gender**

Explores the intersection of linguistic theory and feminist theory, defining gender as essentially cultural, but without assuming beforehand that women and men do, in fact, use different language. Students consider the following questions in depth: To what extent does English have a sexist, or patriarchal bias? Do women and men speak differently in our culture? Do they think differently? What is the difference between gender and sexuality in language use? To what extent should writing avoid gender-specific forms, and to what extent should classrooms honor gender differences in language use? What is "political correctness" in language and what is its value? Students look at English from theoretical, political, and social viewpoints, with readings taken from a wide range of fields, but with a particular focus on linguistics and feminist theory.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **WRIT 348 - Discourses of Whiteness**

Claims that whiteness--white racial identity--is more about language than biology. Whiteness is a rhetorical construct that exists only in discourse, yet its concrete effects impact societies all over the globe. Drawing on texts from around the world, students trace the evolution of this construct from its inception up to the present day, examining the rhetorical strategies whereby whiteness is both hidden and revealed in a variety of genres: personal memoirs, philosophical essays, scientific investigations, political writings, legal documents, critical analyses, historical essays, and such mass media as television, film, newspapers, and magazines. By engaging in the rhetorical analysis of these texts, students examine how the discourses of whiteness continue to frame reality and mediate power relations. A required evening film series accompanying the class has students viewing, discussing, and analyzing feature films, documentary films, and television shows.

**Credits:** 1.00

**Corequisite:** WRIT 348L

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **WRIT 348L - Required Film Screening**

Required corequisite to WRIT 348.

**Credits:** 0.00

**Corequisite:** WRIT 348

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WRIT 350 - Rhetoric & Citizenship**

To engage students in both the analysis and production of public discourse through examining the rhetoric of citizenship. It is through the language and symbols of citizenship that individuals come to understand themselves as political subjectivities and engage with others as democratic agents. Students will examine how the meaning of citizenship is shaped and contested through public discourse. Students will analyze debates over citizenship, mainly in the context of immigration debates in the US and in other parts of the world.

**Credits:** 1.00

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WRIT 354 - Dialogue and Deliberation in Democratic Life**

Public communication is a vital part of democratic life. It is through the circulation and exchange of public speech that citizens shape the contours of public life, build community, and determine their core civic values. More importantly, it is through the work of democratic dialogue that citizens struggle with their inevitable

differences and seek to find ways of working together despite those differences. The purpose of this class is to examine both the theory and practice of deliberative democracy, with the aim of better understanding how communities might use dialogue and deliberation to effectively engage across different perspectives. Students are asked to think critically about the possibilities and challenges of democratic dialogue. Students are also trained in facilitation techniques, with the major project for this class providing students an opportunity to facilitate an open forum on a campus-related issue.

**Credits:** 1.00

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** Human Thought and Expression

**Liberal Arts CORE:** None

### **WRIT 391 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

### **WRIT 491 - Independent Study**

Opportunity for individual study in areas not covered by formal course offerings, under the guidance of a member of the faculty.

**Credits:** variable

**Corequisite:** None

**Prerequisites:** None

**Major/Minor Restrictions:** None

**Class Restriction:** None

**Area of Inquiry:** None

**Liberal Arts CORE:** None

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## Faculty Awards and Endowed Professorships

- Faculty Awards
- Endowed Professorships

### Faculty Awards

**AAUP Professor-of-the-Year**, awarded by the Colgate chapter of the American Association of University Professors to a member of the faculty who has demonstrated (over time) the virtues of insight, integrity, and dedication to his or her professional career; who has shown commitment to the liberal arts and to the academic community at Colgate; and who has worked with notable honesty and courage.

**Alumni Corporation Distinguished Teaching Award**, given to members of the faculty who exemplify the qualities possessed by the late Professor David Stern (political science): "He believed in the primacy of teaching; his principal commitment was to his students; he sought to impart not merely knowledge, but the pleasure of knowing — not simply the tools of study, but also the joys of learning."

**Jerome Balmuth Award for Teaching**, established in 2009 by Mark Siegel '73 in honor of Jerome Balmuth, the Harry Emerson Fosdick Professor of Philosophy and Religion, and awarded for superb teaching by Colgate faculty of undergraduates.

**Sidney J. and Florence Felten French Prize**, awarded annually for excellence in inspirational teaching; it may go to one teacher or to more than one teacher if awarded for inspirational team teaching.

**Howard N. Hartman Coach-of-the-Year Award**, given annually to an intercollegiate coach at Colgate in recognition of the ability to motivate, to instill discipline, to help build character and perseverance, to display resourcefulness, and to be adept at teaching the fundamentals of the sport. Records of wins and losses are a minor consideration.

**Phi Eta Sigma Professor-of-the-Year**, awarded by Phi Eta Sigma, the honorary society for first-year students, for excellence in teaching, service, and dedication to Colgate students.

### Endowed Professorships

**The Warren '43 and Lillian Anderson Chair in Chemistry** was established in 2017 by Lillian Anderson W'43. This endowed chair is awarded to an outstanding member of the faculty in the department of Chemistry.

**The Thomas A. Bartlett Chair** was established in 1977 through gifts donated to the university to honor President Thomas A. Bartlett H'77, who led Colgate from 1969 to 1977. The chair is used to provide support for faculty who reflect former President Bartlett's career as a diplomat, public servant, university administrator, and leader of higher education associations.

**The Batza Family Chair in Art and Art History** was established in 1997 through the generosity of Michael J. Batza Jr., a member of the Class of 1963 and a university trustee emeritus, his wife, Patricia, and daughter, Maureen, a member of the Class of 1990. This endowment supports a chair in art and art history. Selection is based on the individual's teaching excellence and scholarly achievements.

**The Dunham Beldon Jr. Chair of Natural Sciences** was established in 1991 by Dunham Beldon Jr., Class of 1929. Awarded to outstanding faculty in the various fields of natural science with preference to the

teaching and study of environmental science, the Beldon Chair may be held by a tenured, non-tenured, or newly recruited member of the Colgate faculty.

**The John W. Beyer Endowed Chair for Men's Soccer** was established in 2005 by Barry J. Small '76. This endowed chair was created in honor of John W. Beyer, a dedicated Colgate employee from 1962 to 2005. Mr. Beyer served as the Men's Soccer Coach for 14 seasons, during which he posted 81 wins. While at Colgate, he also served as chairman of the Physical Education Program and coach of tennis, basketball, and women's soccer. This fund is intended to assist Colgate University's efforts to support and recognize outstanding coaches in the field of soccer.

**The Gretchen Hoadley Burke '81 Endowed Chair for Regional Studies** was established in 2006 by Stephen Burke '80 and Gretchen Hoadley Burke '81. This fund assists Colgate University's efforts to support and recognize outstanding scholars whose research interests focus on Upstate New York. This chair is occupied on a rotating basis by visiting or permanent faculty members from diverse disciplines in the arts and humanities, social sciences and/or natural sciences.

**The George Carleton Jr. Chair in Philosophy** was established in 1997 by Mrs. Charlotte Carleton in memory of her husband, George Carleton Jr. of the Class of 1927. This permanent endowed fund supports a faculty chair in philosophy.

**The Russell Colgate Distinguished University Professorship** was established in 1974 through generous gifts from John K. Colgate Sr. H'69 and members of his family as a memorial to Russell Colgate. The chair is awarded to a distinguished faculty member in a department or field designated by the dean of the faculty and the president of the university.

**The Colgate Professorship in the Humanities** was established in 1967 through an anonymous gift and augmented in 1980 by a challenge grant from the National Endowment for the Humanities, matched by gifts from friends and alumni. The chair is used to encourage distinguished teacher-scholars to come to Colgate on a visiting basis for one or two semesters.

**The George R. and Myra T. Cooley Professorship of Peace and Conflict Studies** was established in 1983 through the George R. and Myra T. Cooley Endowment. The Cooley Endowment also provides support for the Peace and Conflict Studies Program. Mr. Cooley, Class of 1921, was awarded an honorary degree by Colgate in 1969.

**The William Henry Crawshaw Chair in Literature** was established in 1951 through gifts of the Class of 1926 and others. The chair is designed to honor Mr. Crawshaw, Class of 1887, who spent 43 years as a beloved member of the Colgate faculty. A member of the Department of English, Professor Crawshaw also served as acting president and as dean of the college.

**The Charles A. Dana Professorship Fund** was established by the Charles A. Dana Foundation in 1966. The fund provides partial salary and research support for six distinguished members of the Colgate faculty.

**The Harrington and Shirley Drake Chair in the Humanities** was established in 1988 by Shirley and Harrington "Duke" Drake '41, H'85, former chairman of Colgate's Board of Trustees. Awarded to an outstanding teacher-scholar who has demonstrated exemplary service to Colgate, the Drake Chair is to be held by a faculty member in the Division of the Arts and Humanities.

**The Fred and Marilyn Dunlap Endowed Chair for Football** was established in 2012 by Daniel B. Hurwitz in honor of Frederick '50 and Marilyn Dunlap P'81 to assist Colgate University's efforts to support and recognize outstanding coaches in the field of football.

**The Edgar W.B. Fairchild Chair of English Literature** was established in 1977 by a generous gift from Edgar Fairchild H'83, trustee emeritus and retired chairman of the board of Fairchild Publications.

**The Murray W. and Mildred K. Finard Chair in Jewish Studies** was established in 1993 by Mildred K. Finard and her son, William G. Finard '68. This endowed chair was created to honor Murray W. and Mildred Finard. The chair recognizes in perpetuity the values and commitment shared by the Finard family and assists Colgate in supporting outstanding faculty in Jewish studies.

**The Harry Emerson Fosdick Chair in Philosophy and Religion** was established in 1957 and completed in 1960 through a generous gift from Myra T. and George R. Cooley '21, H'69, augmented by gifts from the Rockefeller family and other donors. This memorial to Mr. Fosdick, Class of 1900, honors a man who attended Colgate Seminary, transferred to Union Theological Seminary, and became one of America's most influential liberal preachers. James Colgate and his family were friends and financial supporters of Mr. Fosdick.

**The Fund for the Study of Great Religions of the World** was established anonymously in 1957. This endowed chair was created to encourage the sympathetic study of the religions of the world, to encourage spiritual communication between men and women of differing religious traditions, and to encourage through teaching, writing, and scholarly research the sympathetic presentation of the religions of the world as they are seen by their participants.

**The Neil R. Grabois Chair in Mathematics** was established in 1999 by trustees and friends of the university in honor of Neil R. Grabois, Colgate's 13th president, who led the university from 1988 to 1999.

**The Richard J. and Joan Head Chair in Philosophy** was established in 2006 by the estate of Richard J. Head '50 to assist the university in attracting and retaining outstanding faculty in the field of philosophy.

**The Charles G. Hetherington Professorship in Mathematics** was first awarded in 1994. The endowment from which this professorship evolved was established in 1976 through a generous bequest made available from Charles G. Hetherington '16, and is awarded to an outstanding faculty member in the Department of Mathematics.

**The Robert Hung-Ngai Ho Endowed Chair in Asian Studies** was established in 1993 through a generous gift from Robert Hung-Ngai Ho '56. This endowed chair was established to bring prominence to Colgate's Asian Studies Program by recognizing a distinguished, tenured teacher-scholar in this program. Selection is based on the individual's teaching excellence and scholarly achievements.

**The Charles Evans Hughes Chair of Government and Jurisprudence** was established by the university in the 1960s with funds from a bequest made by Mr. Hughes, former Chief Justice of the United States Supreme Court, and supplemented by gifts from his children and others. The chair is used to bring visiting professors to campus to teach in the areas of political science, government, and other fields in keeping with Justice Hughes' background.

**The Christian A. Johnson Endeavor Foundation Artist-in-Residence** was established in 1986 as a challenge grant in support of the arts at Colgate. The residency program permits one or more artists or scholars in each of the areas of fine arts, music, and theater to become part of the Colgate community every academic year.

**The Christian A. Johnson Endeavor Chair in Liberal Arts Studies** was established in 1996 by the Christian A. Johnson Endeavor Foundation to support Colgate's liberal arts core curriculum. This chair is held by senior faculty members in three-year rotations and occasionally by a distinguished visiting professor.

**The William R. Kenan Jr. Chair Fund** was established by the William R. Kenan Charitable Trust in 1972 in support of the Kenan Professorship. After receiving a recommendation from the dean of the faculty, the president selects the Kenan Professor and the department with which he or she is affiliated. The objective of the chair is to honor William R. Kenan Jr. and to support and encourage a scholar-teacher whose enthusiasm for learning, commitment to teaching, and sincere personal interest in students enhances the learning process and makes an effective contribution to the undergraduate community.

**The Richard M. Kessler Chair of Economic Studies** was established in 1988 by Richard Kessler '52 to assist the university in attracting and retaining outstanding faculty in the field of economics.

**The Kindler Family Chair in Global Contemporary Art** was established in 2006 by Robert '76 and Pamela Pickert Kindler '76 to assist the university's efforts to recognize excellence in research and teaching in the field of contemporary art and criticism, with a special emphasis on the global aspects of visual art production, reception, and distribution.

**The Gordon and Dorothy Kline Faculty Chair in Chemistry** was established in 1988 through the trust of Dr. Gordon M. Kline '25. This endowed chair is awarded to an outstanding faculty member in the Department of Chemistry.

**The George Dorland Langdon Jr. Endowed Professorship of History** was established by the Colgate trustees in 1988 to recognize President Langdon's accomplishments in strengthening the quality of intellectual life of the university, and was augmented in 2002 by a grant from the Kresge Foundation, on the occasion of Dr. Langdon's retirement from its Board of Trustees.

**The John D. and Catherine T. MacArthur Chair** was established by the John D. and Catherine T. MacArthur Foundation in 1981 and is designed to bring new and promising faculty members to the institution.

**The A. Lindsay O'Connor Chair of American Institutions** was established in 1965 by Mrs. Olive B. O'Connor. The Chair honors the lifelong interests of Judge O'Connor, who was a New York State Supreme Court Justice in the Sixth Judicial District from 1943 until his retirement. The chair supports visiting professors in a variety of fields related to American institutions, including history, economics, and other fields of social science related to law.

**The Olive B. O'Connor Professorship of Literature** was established in 1965 by Mrs. Olive B. O'Connor. The funds are used to support visiting scholar-teachers in English literature, American literature, or comparative literature.

**The Harvey Picker Professorship in International Relations** was established in 1965 by Mrs. Evelyn Picker in honor of her son, Harvey Picker '36, H'69. The holder of this appointment may be either an American or a non-United States citizen who is distinguished in the field of international relations.

**The Jean Picker Chair** was established in 1995 by Dr. Harvey Picker '36, H'69 in memory of his wife, Jean Picker. The chair is established to recognize the special contributions of women faculty members at Colgate University and in recognition of Jean Picker in helping Colgate realize its mission as a coeducational institution. The holder of this appointment focuses on enhancing the educational opportunities of Colgate students, particularly women.

**The Raab Family Chair in Biology** was established in 1999 by G. Kirk Raab '59, a trustee emeritus. The chair is awarded to support and recognize outstanding faculty in the field of biology.

**The Mark S. Randall Jr. Endowed Chair for Swimming and Diving** was established in 2004 by Robert A. Fox '59. This endowed chair was created in memory of Mark S. Randall Jr., longtime Colgate Swimming and Diving Coach. The fund is intended to assist Colgate University's efforts to support and recognize outstanding coaches in the field of swimming and diving.

**The Donald M. and Constance H. Rebar Chair in the Humanities** was established in 1997 through the generosity of Donald M. Rebar, a member of the Class of 1955, and his wife, Constance. This endowment supports a chair in the humanities; selection is based on the individual's teaching excellence and scholarly achievements.

**The W.S. Schupf Endowed Chair in Far Eastern Studies** was established in 1996 by Paul J. Schupf '58, a trustee emeritus of Colgate University, in memory of his father, W.S. Schupf. The Schupf Chair is awarded to a member of the faculty whose academic pursuits involve one of the far eastern countries.

**The Arnold A. Sio Chair in Diversity and Community** was established in 2004 by John K. Runnette '54, in honor of Arnold A. Sio, professor of sociology and anthropology, emeritus. The chair is awarded to assist Colgate University's efforts to support and recognize outstanding scholars who, through research, teaching, and service activities, demonstrate a sustained commitment to the principles of diversity embraced by the institution.

**The Donald F. Vaughan Endowed Coaching Chair for Men's Ice Hockey** was established in 2007 by William Johnston '73 and four fellow alumni. This endowed chair was created in honor of Donald F. Vaughan, a dedicated Colgate employee from 1992 to the present. By 2007, when the chair was endowed, Mr. Vaughan had served as the Head Coach of Men's Ice Hockey for fourteen seasons, during which he had posted 239 wins. The fund for this chair is intended to assist Colgate University's efforts to support and recognize outstanding coaches in the field of men's ice hockey.

**The Banfi Vintners Chair in Economics** was established by the Villa Banfi Foundation in 1985. The chair may be held by a newly appointed distinguished professor of the Colgate faculty, a distinguished visiting professor, or a business executive in residence. Under the auspices of the chair, courses in the American economy are emphasized.

**The Harold Orville Whitnall Chair in Geology** was established in 1951 to honor Dr. Harold Orville Whitnall, Class of 1900, H'44, who taught at Colgate from 1903 to 1945.

**The W. Bradford Wiley Chair in International Economics** was established in 1987 by W. Bradford Wiley '32, H'66 and John Wiley & Sons, Inc., Publishers. In donating its portion of the grant, John Wiley & Sons, Inc. honored W. Bradford Wiley for his service to education and international affairs and as an alumnus and former trustee of Colgate University. The chair is awarded to support and encourage a scholar-teacher in the field of international economics.

**The Roy D. and Margaret B. Wooster Chair** was established through the generosity of Roy Wooster Jr. '50 in honor of his mother and father, a 1921 graduate. The donation completed a challenge from the National Endowment for the Humanities to establish a permanent endowment for a professorship in the humanities. The Wooster Chair is awarded to a distinguished teacher and scholar of the classics and/or ancient religious studies.

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# Organization of the University

## Offices of the University

### Trustees

*The Board of Trustees*, a body of 35 members, has final responsibility for the conduct of the university. The president of the university is a member of the board and an *ex officio* member of its standing committees including the Executive Committee.

The full board has three regularly scheduled meetings each academic year, including one meeting that has a period of time set aside to permit faculty, students, staff, and alumni to address the board. Questions about the Board of Trustees should be directed to the *secretary of the board*.

### President

*The President of the University* is appointed by the Board of Trustees and is responsible for the general oversight and direction of university instruction and for discipline.

*The Vice President and Senior Advisor, Secretary to the Board of Trustees* is responsible for advising the president on various matters, assisting with special projects, and serves as the secretary of the Board of Trustees.

*The Senior Advisor to the President* is responsible for advising the president on various matters and assisting with special projects, and oversees legal affairs.

### Academic Administration

*The Dean of the Faculty and Provost* is the chief academic officer of the college and has primary responsibility for faculty personnel, curriculum, and supervision of instructional budgets. As provost, the dean of the faculty is the chief officer of the university in the president's absence.

*The Associate Deans of the Faculty* assist with general administrative areas under the dean of the faculty.

*The Associate Provost* has responsibility for academic budgets, federal regulations, and other duties assigned by the provost.

*The Associate Provosts for Equity and Diversity* are charged with fostering a climate of diversity, equity, and inclusion throughout the university's faculty, staff, administration, and student body.

*The Dean's Advisory Council*, composed of the dean/provost, the five *division directors*, and the associate deans of the faculty, advises the dean of the faculty on matters of academic administration.

*Divisions and Academic Departments*. The five divisions into which the university is divided are listed below. Each division director is responsible to the dean of the faculty and supervises the various academic departments and programs in the division.

1. *Arts and Humanities*: Art and Art History, the Classics, East Asian Languages and Literatures, English, German, Music, Philosophy, Religion, Romance Languages and Literatures, and Theater
2. *Natural Sciences and Mathematics*: Biology, Chemistry, Computer Science, Geology, Mathematics, Physics and Astronomy, and Psychology
3. *Social Sciences*: Economics, Educational Studies, Geography, History, International Relations, Political Science, and Sociology and Anthropology
4. *University Studies*: Africana and Latin American Studies; Asian Studies; Environmental Studies; Film and Media Studies; Jewish Studies; Lesbian, Gay, Bisexual, Transgender, and Queer Studies; Liberal Arts Core Curriculum; Linguistics; Medieval and Renaissance Studies; Middle Eastern and Islamic Studies; Native American Studies; Peace and Conflict Studies; Russian and Eurasian Studies; Women's Studies; and Writing and Rhetoric
5. *Physical Education, Recreation, and Athletics*: Department of Physical Education

*The University Librarian* is the chief administrative officer of Case Library and Geyer Center for Information Technology and of George R. Cooley Library, with primary responsibility for library services, collections, including the University Archives, technologies, and personnel.

*The Registrar* is responsible for keeping all student academic records, supervising the registration process, and certifying students for graduation.

## Non-Academic Administration

### Admission and Financial Aid

*The Vice President and Dean of Admission and Financial Aid* has responsibility for the admission of first-year and transfer students, and oversees the Office of Financial Aid which administers the university's financial aid program to undergraduates and assists students and their parents with applications for aid from other sources.

### Athletics

*The Vice President and Director of Athletics* has responsibility for the Department of Physical Education (under the Division of Physical Education, Recreation, and Athletics), the intercollegiate athletic program, intramural and club sports, recreation program, and management of athletic facilities.

### Communications

*The Vice President for Communications* is responsible for strategic and integrated communications that advance and steward the university's reputation, attract prospective students, and garner support for and engagement with the university, through print, web, and digital media. Among other responsibilities, the office manages marketing, visual identity and licensing, media relations and filming requests, the university's digital channels and public website (colgate.edu), and publishes the university's quarterly magazine.

### Institutional Advancement

*The Vice President for Institutional Advancement* is responsible for management of Advancement, Alumni Relations, and Career Services.



*Advancement* includes the departments of advancement operations, annual giving, capital support, corporate, foundation and government relations, planned giving, relationship development, special events, and stewardship and is responsible for securing annual and long-term financial support for the university.

*The Office of Alumni Relations* is responsible for engaging alumni across different eras, geographies, and occupations in support of the university. Programs include collaboration with the Colgate Professional Networks, and sponsorship of Reunion Weekend, athletic tailgates, district clubs, and lifelong learning experiences.

Leveraging the Colgate network, *The Colgate Center for Career Services* empowers students and alumni to engage in strategic exploration, preparation, and action, translating the liberal arts into a lifetime of meaningful work. Career Services connects students with the Colgate alumni community world-wide through mentor programs, job shadow days, Colgate-exclusive internships, first-time job placements, and continuing professional development through the Colgate Professional Networks.

## Finance and Administration

*The Senior Vice President for Finance and Administration* leads the division responsible for the university's financial operations, planning, and administrative services. This includes long-range financial planning, budgeting, investment management, capital project finance, accounting and control, risk management, physical plant, construction and renovation of facilities, purchasing, community affairs, document and mail services, bookstore, dining, and other miscellaneous auxiliary service enterprises.

*The Office of Accounting and Control* is responsible for receipt and disbursement of operating funds, payroll, student accounts, financial control systems, and grant, contract, and endowment accounting.

*The Bookstore* sells and rents textbooks, course materials, trade books, Colgate memorabilia and clothing, and general merchandise. In addition, the bookstore sells and services computers and software. The bookstore coordinates a series of readings, community programs, and faculty and alumni publication events throughout the year.

*The Office of Budget and Decision Support* coordinates the university's planning process for annual and multi-year operating budgets and supports long-range planning efforts.

*The Office of Community Affairs and Auxiliary Services* manages Colgate's relationship with and investments in local and regional communities. The office also oversees the operations of various auxiliary service enterprises including dining services, summer programs, and Colgate Camp located on Upper Saranac Lake.

*Document and Mail Services* manages university printing, campus mail, and operates a U.S. Postal Service contract station.

*The Facilities Office* develops and supervises major construction projects, provides for renovation, repair and maintenance of buildings and building systems, grounds maintenance, custodial services, the vehicular fleet, and operates and maintains campus utilities.

*The Office of Human Resources* provides development and support for a diverse, quality workforce to create a positive workplace that helps the university attract and retain the talent necessary to accomplish its goals. Serving as internal consultants and partners with employees, the office offers expertise and guidance in the areas of employment, compensation and benefits administration, training and development, recruitment, student employment, employee/labor relations, and workplace wellness.

*The Investment Office*, working with the Endowment Management and Finance Committee of the Board of Trustees, is responsible for overseeing the university's endowment investment portfolio, planned giving

assets, and long-term operating cash. The office works with and monitors existing managers, evaluates new investment opportunities, coordinates the use of outside consultants and advisory firms, and is responsible for investment performance reporting.

*The Purchasing Office* is responsible for purchasing services, central receiving, and administering the university's licensing program.

*The Office of Risk Management* is responsible for securing and overseeing the risk management and insurance policies of the university. The office plays a key role in pre/post-loss efforts in order to minimize adverse outcomes.

*The Treasurer's Office* provides analytic and operational support services for the university's endowment investment portfolio, planned giving assets, and capital budgeting. The office is also responsible for external financial reporting and coordinating university-wide treasury services including cash management and short- and long-term financing.

## Information Technology

*The Vice President and Chief Information Officer* has responsibility for management of information services, academic computing, administrative computing and networking, and for supervision of information technology staff.

## Student Affairs

*The Vice President and Dean of the College* is the chief student affairs officer of the college and is concerned with the overall personal and educational growth of students. The vice president and dean of the college coordinates student support programs including the administrative deans; the chaplaincy; counseling center; Max Shacknai Center for Outreach, Volunteerism, and Education; health center; ALANA Cultural Center; Center for Leadership and Student Involvement; residential life; fraternities and sororities; environmental health, fire and campus safety; international student services; and others.

## Affirmative Action Compliance

*The Director for EEO/AA* (Office of Human Resources 315-228-7014) oversees implementation of Colgate's Affirmative Action and Equal Opportunity plan.

## Affirmative Action Policy

It is the policy of Colgate University not to discriminate against any employee or applicant for employment on the basis of their race, color, creed, religion, age, sex, pregnancy, national origin, marital status, disability, protected Veteran Status, sexual orientation, gender identity and expression, genetic information, victims of domestic violence and stalking, familial status, and all other categories covered by law. This policy shall apply to all employment actions, including but not limited to recruitment, hiring, upgrading, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation and selection for training at all levels of employment. Colgate University will not discharge or discriminate against employees or applicants who inquire about, discuss, or disclose their own compensation or the compensation of another employee or applicant.

The University is very committed to EEO and Affirmative Action in all aspects of its enterprise and will utilize affirmative action to make employment decisions so as to further the principle of equal employment opportunity. Personnel decisions are based only on valid job requirements, and we will make all reasonable accommodations necessary to employ and advance in employment-qualified persons with disabilities and protected veterans.

## Disabilities Compliance

The Director for EEO/AA (Office of Human Resources 315-228-7014) oversees compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA). Student requests for accommodations should be directed to the *Director of Academic Support and Disability Services* (The Center for Learning, Teaching, and Research, 315-228-7375).

## Policy on Accommodations for Students with Disabilities

Colgate seeks to provide students with disabilities with the support services and other reasonable accommodations needed to ensure equal access to the programs and activities of the university. All accommodations are made on a case-by-case basis. A student requesting accommodations is asked to provide appropriate documentation to the director of academic support and disability services.

## Title IX Compliance

In compliance with requirements under Title IX of the Education Amendments of 1972, Colgate University does not discriminate on the basis of sex in its educational programs and activities. Associate Provost for Equity and Diversity Marilyn Rugg (102 Lathrop Hall; 315-228-7288; [mrugg@colgate.edu](mailto:mrugg@colgate.edu)) serves as the university's Title IX Coordinator, and oversees the university's policy on discrimination and harassment.

## The University Corporation

### The Officers

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Wharton School of Business Management Program University of Pennsylvania

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**Michael J. Herling**, AB Colgate; JD Stanford

*Vice Chair*

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New Canaan, Connecticut

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LLD Ball State; DBus Vincennes University; LLD Indiana State University

*Chair Emeritus*

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Tarrytown, New York

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Villanova, Pennsylvania

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Londonderry, Vermont

**Deborah E. Wiley**, BA Boston University

New York, New York

**Russell C. Wilkinson**, AB Colgate

New York, New York

**Michael J. Wolk**, AB, DSC Colgate; MD Columbia University

New York, New York

*\* Alumni Trustee*

## University Alumni Corporation

The Colgate University Alumni Corporation, formed in 1919, is the successor to "The General Association of Alumni" established in 1825. Its members are the 33,000 living graduates and former students. The executive offices are currently in 10 Utica Street in Hamilton, New York.

The corporation is devoted to the advancement of the general welfare of the university by developing an active and enduring interest in its affairs among alumni. It provides a forum for alumni sentiment, and it directs organized programs of service to Colgate in many areas, including district clubs, alumni admission, and public relations.

The corporation maintains comprehensive records of all alumni, sends its publications to all members and parents of undergraduates, and coordinates activities with undergraduates and over 60 District Alumni Clubs.

The corporation has elected members on its Alumni Council and representatives on the Board of Trustees of the university.

## Officers

**Melissa J. Coley '79**, President

**Carmine DiSibio '85**, Vice President

**Patricia Apelian '76**, Treasurer

**Copeland G. Bertsche '63**, Legal Counsel

**Timothy C. Mansfield**, Executive Secretary

## Regional Vice Presidents

**Susan L. Becker Gould '03**, Metropolitan New York I

**Elizabeth Orbe Fishcher '82**, Metropolitan New York II

**Elizabeth Levine-Brown '01**, Mid-Atlantic

**David L. Rea '82**, Southwest/International

**Kaela A. Mueller '09**, New England

**Elizabeth W. DiCesare '05**, Upstate New York

**Kevin A. McMurtry '88**, Southeast

**Emily R. Radovic '02**, Far West

**Stephen A. Rock '85**, Midwest

## Directors

### Term ends 2019

Kathleen A. Dill '89, A.T.  
Alden T. Doolittle '67  
Debra A. Duarte '81  
Robert P. Fenity '06  
Christine Cronin Gallagher '83, A. T.  
Scott S. Hague '96  
John A. Hayes '88  
Christian B. Johnson '02  
Amr M. Nosseir '76  
Kelechi A. Oguh '08  
Gregory A. Threatte '69

### Term ends 2020

Richard Burke '92  
Chad Cooley '00  
Max Haspel '95  
Robert Sobelman '08  
Patricia Spindel '79  
Andrew Sweet '93  
Priit Vesilind '64  
Edward Witz '89  
William Baker '70

### Term ends 2021

Robert Austrian '85  
Becky Bye '02  
Karl W. Clauss '90  
Thomas W. Dempsey '72, A.T.  
Elizabeth W. DiCesare '05  
Theresa D. Egler '77, A.T.  
Robert C. Johnson '94, A.T.  
Debra LoCastro '05  
Shevorne O. Martin '08  
Ian Murphy '10  
Timothy A. O'Neill '78  
Andrew S. Roffe '68  
Robert B. Seaberg '69, A.T.  
Jon D. Tiktinsky '82

### Term ends 2022

Lauri Curtis Hadobas '77  
Gregory M. Dahlberg '98

Lauren P. D'Onofrio '82  
Bruce S. Ferguson '91  
Karl D. Fries '10  
C. Thomas Kunz '72  
John R. McQueen '70  
Jessica M. Prata Cianciara '01  
Jarrett R. Turner '04

*A.T. Alumni Trustee*



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## Other Information

The following major programs are registered with the New York State Department of Education. Enrollment in majors other than those listed below may jeopardize a student's eligibility for certain student aid awards funded by New York State.

Colgate University follows the tradition of Latin degree names. The undergraduate degree awarded by the university is the AB, rather than the BA. The AB is an abbreviation of the Latin name for the bachelor of arts degree, *artium baccalaureus*.

Program Code	Program Title	HEGIS Code	Degree Award
04414	Asian Studies	0301	AB
04415	Russian and Eurasian Studies	0307	AB
04423	Biology	0401	AB
04421	Biology "7-12"	0401.01	AB
04420	Biology "7-12"	0401.01	MAT
84373	Biochemistry	0414	AB
88121	Molecular Biology	0416	AB
20770	Environmental Biology	0420	AB
20771	Environmental Geography	0420	AB
20772	Environmental Geology	0420	AB
21442	Environmental Economics	0420	AB
33413	Environmental Studies	0420	AB
88122	Neuroscience	0425	AB
04424	Mathematical Economics	0517	AB
04425	Computer Science	0701	AB
84374	Computer Science/Math	0799	AB
84083	Educational Studies	0801	AB
04427	Art & Art History	1001	AB
04428	Music	1005	AB
19089	Theater	1007	AB
04432	French	1102	AB
04436	German	1103	AB

04442	Spanish	1105	AB
27260	Chinese	1107	AB
22285	Japanese	1108	AB
04449	Latin	1109	AB
04450	Greek	1110	AB
04451	English	1501	AB
04455	English	1501	AB
	4-year Dual	1501	AB
04456	English	1501	AB
04452	English "7-12"	1501.01	AB
04453	English "7-12"	1501.01	MAT
04457	Classical Studies	1504	AB
32115	Classics	1504	AB
04459	Philosophy	1509	AB
04460	Philosophy	1509	AB
	4-year Dual	1509	AB
78840	Philosophy	1509	AB
04462	Religion	1510	AB
04463	Religion	1510	MA
04461	Philosophy & Religion	1599.10	AB
04467	Mathematics	1701	AB
04464	Mathematics "7-12"	1701.01	AB
04465	Mathematics "7-12"	1701.01	MAT
38596	Applied Mathematics	1703	AB
04470	Physics	1902	AB
04469	Physics "7-12"	1902.01	AB
13919	Physics "7-12"	1902.01	MAT
04473	Chemistry	1905	AB
04472	Chemistry "7-12"	1905.01	AB

13920	Chemistry "7-12"	1905.01	MAT
04474	Astrogeophysics	1912	AB
04475	Geology	1914	AB
86382	Geology	1914	MA
04477	Earth Science "7-12"	1917.01	AB
13921	Earth Science "7-12"	1917.01	MAT
04478	Astronomy-Physics	1999.10	AB
04479	Psychology	2001	AB
	4-year Dual	2001	MA
04481	Psychology	2001	AB
07663	Psychology	2001	MA
04484	Social Sciences	2201	AB
36436	Middle Eastern and Islamic Studies	2201.00	AB
04482	Social Studies "7-12"	2201.01	AB
04487	Social Studies "7-12"	2201.01	MAT
35982	Anthropology	2202	AB
04489	Economics	2204	AB
04491	History	2205	AB
	4-year Dual	2205	MA
14873	History	2205	AB
14874	History	2205	MA
04492	Geography	2206	AB
04493	Political Science	2207	AB
	4-year Dual	2207	MA
14875	Political Science	2207	AB
14876	Political Science	2207	MA
04486	Sociology	2208	AB
04485	Sociology & Anthropology	2208	MA
04496	International Relations	2210	AB

	4-year Dual	2210	MA
14877	International Relations	2210	AB
14878	International Relations	2210	MA
32866	Africana and Latin American Studies	2211	AB
86188	Native American Studies	2212	AB
04498	Peace and Conflict Studies	2299	AB
90051	Women's Studies	2299	AB
04500	Physical Science	4902	AB
04501	Natural Science	4902	AB
14879	Natural Science	4902	MAT
04502	Arts and Humanities	4903	AB

## Student Retention Rate

In accordance with regulations of the New York State Department of Education, the following retention data are provided for the classes of 2009, 2010, 2011, 2012, 2013, and 2014 (entering in the fall term of 2005, 2006, 2007, 2008, 2009, and 2010, respectively):

Class of	Percentage Completing 1st Year	Percentage Completing 2nd Year	Percentage Completing 3rd Year	Percentage Graduating in 4 Years	Percentage Graduating in 5 Years	Percentage Graduating in 6 Years
2009	98.2	92.9	90.7	87.8	90.9	91.6
2010	97.3	91.1	89.8	84.8	88.8	89.6
2011	96.8	91.7	89.1	86.6	90.6	90.9
2012	98.6	92.7	92.5	89.7	92.0	92.4
2013	97.2	91.1	89.6	85.9	88.5	89.6
2014	98.0	91.5	89.1	84.7	88.4	89.7

## The Thirteen Founders of Colgate University

John Bostwick

Jonathan Olmstead

Joel W. Clark

Samuel Osgood

Thomas Cox

Elisha Payne

Daniel Hascall

Samuel Payne

Charles W. Hull

Robert Powell

Nathaniel Kendrick

Peter P. Roots

Amos Kingsley

## The Presidents of Colgate University

Nathaniel Kendrick	1836 – 1848
Stephen William Taylor	1851 – 1856
George Washington Eaton	1856 – 1868
Ebenezer Dodge	1868 – 1890
George William Smith	1895 – 1897
George Edmands Merrill	1899 – 1908
Elmer Burritt Bryan	1909 – 1921
George Barton Cutten	1922 – 1942
Everett Needham Case	1942 – 1962
Vincent MacDowell Barnett Jr.	1963 – 1969
Thomas Alva Bartlett	1969 – 1977
George D. Langdon Jr.	1978 – 1988
Neil R. Grabois	1988 – 1999
Charles Karelis	1999 – 2001
Rebecca S. Chopp	2002 – 2009
Jeffrey Herbst	2010 – 2015
Brian W. Casey	2016 –

# End of Catalogue content