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Connecticut College Mission Statement

Connecticut College educates students to put the liberal arts into action as citizens in a global society.

Core Values:

The College has embraced several core values to further that mission. Those values help the College create a challenging academic environment that fosters reflection on a lifetime of learning and community involvement:

Academic Excellence

Rigorous academic standards, innovative and engaging faculty members, and a diverse classroom curriculum challenge students to reach their full intellectual potential. The College expects students to learn outside the classroom as well, through such activities as research, travel, and internships. The College facilitates those opportunities in the belief that a diversity of experiences is essential for genuine academic excellence. The College also expects and strongly supports faculty scholarship, research, and creative work that advances human knowledge and expression and informs excellent teaching.

Diversity, equity, and shared governance

In the early 20th century, Connecticut College was founded in the belief that all qualified students – women as well as men – deserve an opportunity to secure an education. The College strives to be a community in which all members feel comfortable, respect each other's differences, and seek common ground. The College promotes understanding by offering a variety of academic and social experiences and is committed to building greater access, opportunity, and equity. Students, faculty, staff, trustees, and alumni all participate in the governance of the College.

Education of the entire person

The College supports and nurtures the intellectual, emotional, spiritual, creative, and physical development of its student body. Connecticut College encourages students to engage in a wide range of activities, including academic pursuits, athletics and physical education, artistic expression, and community service. The College fosters an appreciation for the natural and aesthetic connectedness of the mind, body, and spirit. It prepares students to be responsible citizens, creative problem-solvers, and thoughtful leaders in a global society.

Adherence to common ethical and moral standards

Connecticut College maintains a strong commitment to its long-standing Honor Code. Students are expected to monitor their own faithfulness to the principles of honesty and moral integrity and to display courage in academic and social interactions. The principles of justice, impartiality, and fairness – the foundations for equity – are paramount.

Community service and global citizenship

Connecticut College fosters civic responsibility and enhances academic excellence through a long tradition of community involvement and through courses that provide opportunities for service. The College promotes an understanding of local, regional, national, and inter-

national peoples, groups, cultures, and issues, and encourages students to take a life-long interest in them.

Environmental Stewardship

Connecticut College is proud of its pioneering tradition of ecological awareness and responsibility and intends to remain a leader in safeguarding the environment. The arboretum campus is an ecological showpiece, and the College's procedures and programs aim to preserve and protect the environment, both locally and globally, and to prepare citizens sensitive to the need for responsible environmental stewardship.

Revised October, 2004

Approved Calendar for Academic Year 2011–2012

August 2011

27	Saturday	Freshmen and Transfer Orientation
29	Monday	Group advising and testing begins for freshmen and transfer students
30	Tuesday	Upperclassmen arrive; advising continues

September 2011

1	Thursday	First semester classes begin; Add Period begins; Delete Period begins; period for filing satisfactory/unsatisfactory option begins
1	Thursday	Opening Convocation
5	Monday	Labor Day; classes will meet
7	Wednesday	Add Period ends; on-line registration closes at 5:00 p.m.
8	Thursday	Limited Add Period begins
14	Wednesday	Limited Add Period ends; Delete Period ends
29	Thursday	Voluntary Withdrawal Period begins

October 2011

5	Wednesday	Fall Break begins at 5:00 p.m.
10	Monday	Classes resume
12	Wednesday	Period for filing satisfactory/unsatisfactory option ends
21–23	Friday–Sunday	Fall Weekend

November 2011

7–11	Monday–Friday	Advising for pre-registration for second semester 2011–2012
9	Wednesday	Voluntary Withdrawal Period ends
14–18	Monday–Friday	Pre-registration (on-line) for second semester 2011–2012
22	Tuesday	Thanksgiving break begins at 5:00 p.m.
28	Monday	Classes Resume

December 2011

14	Wednesday	First semester classes end
15	Thursday	Review day
16	Friday	Final exams begin at 9:00 a.m.
21	Wednesday	Final examinations end at 12:00 noon; winter break begins*

*All houses close at **2:00 p.m.**, and all rooms must be vacated

January 2012

3	Tuesday	First semester grades due by 4:00 p.m.
23	Monday	Second semester classes begin; Add Period begins; Delete Period begins; period for filing satisfactory/unsatisfactory option begins
27	Friday	Add Period ends; on-line registration closes at 5:00 p.m.
30	Monday	Limited Add Period begins

February 2012

3	Friday	Limited Add Period ends; Delete Period ends
20	Monday	Voluntary Withdrawal Period begins

March 2012

2	Friday	Period for filing satisfactory/unsatisfactory option ends
9	Friday	Spring break begins at 5:00 p.m.**
26	Monday	Classes resume

April 2012

2–6	Monday–Friday	Advising for pre-registration for first semester 2012–2013
5	Thursday	Founders Day
5	Thursday	Voluntary Withdrawal Period ends
9–13	Monday–Friday	Pre-registration (on-line) for first semester 2012–2013
12	Thursday	Masters' Theses due by 5:00 p.m.

May 2012

3	Thursday	Senior Honors Studies due by 5:00 p.m.
10	Thursday	Second semester classes end
11	Friday	Review Day
12	Saturday	Final examinations begin
14	Monday	Final examinations for seniors end at 5:00 p.m.
15	Tuesday	Second semester grades for graduating seniors and Master's candidates due by 5:00 p.m.
16	Wednesday	Final examinations for non-graduating students end at 12:00 noon**
20	Sunday	Ninety-fourth (94th) Commencement
21	Monday	Second semester grades for non-graduating students due by 4:00 p.m.

June 2012

1–3	Friday–Sunday	Reunion Weekend
	Fall semester:	70 class days; 51/3 exam days
	Spring semester:	69 class days; 41/3 exam days

All houses close at **5:00 p.m., and all rooms must be vacated

Correspondence Guide

Connecticut College
270 Mohegan Avenue
New London, Connecticut 06320-4196

Admission of students, requests for *Catalog*	Dean of Admissions
Scholarships, loans	Director of Financial Aid
Transcripts and academic records	Office of the Registrar
Academic work and student affairs	Dean of the College
for freshmen and sophomores	Dean of Studies; Associate Dean of Studies for Freshmen and Sophomores
for juniors and seniors	Dean of Studies; Associate Dean of Studies for Juniors and Seniors
for student activities	Dean of Student Life
for dormitory housing	Dean of Student Life
Religious life	Dean of Religious and Spiritual Life
Multicultural affairs	Dean of Multicultural Affairs
Exchange programs	Office of Study Away
Graduate study	Office of the Registrar
Career Services and internships	Office of Career Enhancing Life Skills
Payment of bills	Controller
Alumni affairs	Director, Alumni Relations
Switchboard connecting all departments:	860-447-1911
Connecticut College website:	http://connecticutcollege.edu/

About the College

Situated on the coast of southern New England, Connecticut College is one of the nation's leading private, coeducational liberal arts colleges. Its dynamic, intellectual community lives and learns on a 750-acre hilltop campus with historic granite architecture and views of Long Island Sound and the Thames River. The student body includes 1,900 men and women from 45 states, Washington D.C., and 71 countries.

Celebrating its centennial year in 2011, this small liberal arts college offers a challenging academic curriculum that fosters a lifetime of learning and community involvement. Its alumni have earned distinction in virtually every field.

Interdisciplinary studies, international programs, funded internships and a commitment to faculty-student research are the hallmarks of a Connecticut College education. More than half of our students participate in innovative international and national research opportunities in the United States and throughout the world. The College offers 43 majors and more than 1,000 courses in 30 academic departments and several interdisciplinary programs. The top majors for the Class of 2011 were Economics, Psychology, Government, International Relations, Biological Sciences, Environmental Studies, History, Human Development and English.

The student-faculty ratio is 9:1. The College has 171 full-time professors; 90 percent hold a doctorate or equivalent. An 89-year-old honor code, a fundamental distinction, underpins all academic and social interactions and creates a palpable spirit of trust and cooperation between students and faculty.

The College meets the high standards of membership in Phi Beta Kappa. Graduates have won prestigious post-graduate honors, awards and fellowships, including NSF Graduate Research Fellowships, Luce, Goldwater and Truman Fellowships.

For the past three years the College has earned national recognition as a top producer of Fulbright Award winners, a winner of the Sen. Paul Simon Award for Campus Internationalization and a member of the President's Community Service Honor Roll with Distinction.

The College also has been nationally recognized for its service-learning programs and cited as a "College with a Conscience" for fostering social responsibility and public service. In 2011 it was on the Peace Corps' Top 25 list of colleges and universities that have produced the highest number of volunteers.

Visiting the College

Visitors to the College are welcome, and student tour guides are available through the admission office.

Connecticut College is located two miles north of the center of New London and may be reached by taxi from the Amtrak train or bus stations. Motorists from the west should turn off Route I-95 at Exit 83, before the Gold Star Memorial Bridge, and follow Route 32 north for 1 mile; motorists from the east should cross the Gold Star Memorial Bridge and take Exit 84N and follow Route 32 north for 1 mile. Route 32 leads to the main entrance on the east side of the College.

T.F. Green Airport (Providence, R.I.) and Bradley International Airport (Hartford, Conn.) both serve the region. There are no commercial flights from the nearby Groton-New London Airport, only charter service.

Administrative offices are in Fanning Hall, the first building at the head of the main driveway from Mohegan Avenue (Route 32). Parking permits may be obtained at the gate house.

The Horizon Admission Building is located on the west side of the campus.

History

Connecticut College was founded in 1911 because no other institution in the state offered a four-year post-secondary degree program for women. New London, eager to host the new institution, offered a beautiful hilltop site and launched a $100,000 fundraising drive. Within 10 days, the people and businesses of the city had exceeded the goal by $35,000.

The state of Connecticut granted the school a charter in 1911 under the name of Thames College. The chair of the new Board of Trustees, railroad and shipping magnate Morton Plant, provided a $1 million endowment and changed the name to Connecticut College for Women. The Board described the course of study at the new school: "There will be ample opportunity for studying all subjects approved by the colleges of the best standing. In addition to these … the new college will endeavor to meet the demands of modern times and will offer vocational courses, so that students who intend to earn their own living may receive an ideal training in the work for which they are best fitted."

Frederick H. Sykes, a professor at Columbia University and author of several English composition books, became the first president in 1913. Ewing & Chappell designed the first buildings, and the landscaping firm of Olmsted Brothers recommended an axial layout preserving the long view toward New London and Long Island Sound. Two residence halls, Plant and Blackstone, and an academic building were rushed to completion. The latter was named New London Hall "in recognition of the generous support of the city and its citizens." The first classes were held in September 1915.

In the 1920s and early 1930s, Connecticut College became known as one of the nation's up-and-coming liberal arts schools—a reputation enhanced in subsequent decades. Rosemary Park, a scholar of German literature, became president in 1947 and served until 1962, when she left to become president of Barnard College. At Connecticut College, she introduced a more rigorous curriculum and oversaw considerable campus construction.

In 1969, under the leadership of President Charles E. Shain, Connecticut College became co-educational. In the same year, the College established one of the nation's first environmental studies majors, originally called human ecology. President Shain also introduced interdepartmental and self-designed majors and one of the nation's earliest baccalaureate majors in Chinese. Unity House, the College's multicultural center, was founded in 1973.

President Shain's successor, physicist Oakes Ames, oversaw the construction of Shain Library and the Athletic Center. His tenure is also remembered for the 1986 Fanning takeover, when 54 students locked themselves inside the administration building and demanded more support for diversity, Unity House and affirmative action. Two students who helped organize the Fanning takeover, Frank Tuitt '87 and Eduardo Castell '87, currently serve on the College's Board of Trustees and were among the founders in 2006 of Connecticut College Alumni of Color.

In 1988, the College inaugurated its first alumna president, Claire Gaudiani '66. During her 13-year tenure, many building and renovation projects were undertaken, including construction of the F.W. Olin Science Center. She also oversaw the establishment of

four interdisciplinary centers that are among the most distinctive features of the College's academic program. Each of the centers focuses on an area of great historical and curricular importance to the College: international studies, environmental studies, community action, and arts and technology. Following her tenure, Margaret W. Kelly Professor of Chemistry David K. Lewis former provost and dean of the faculty, served as interim president of the College in 2001.

Norman Fainstein, Connecticut College's ninth president, is credited with strengthening the College's financial position and system of shared governance. He formed a presidential commission to study issues of diversity and pluralism on campus. Notable among the commission's key recommendations that have since been implemented are: the establishment of an academic Center for the Comparative Study of Race and Ethnicity and the appointment of a senior administrator with responsibility for advancing diversity across campus.

President Leo I. Higdon, Jr. was inaugurated as the College's 10th president in October 2006. He began immediately to work with alumni, parents and the campus community to further renew the campus, academic program and residential life in preparation for the College's centennial in 2011. In his inaugural remarks Higdon emphasized sustaining and enhancing the original vision of the College. "Connecticut College was built on a foundation of pragmatism, global awareness, equity and respect for others," he said. "Everything we do, every investment we make, is about engaging students, leading to a richer and deeper learning experience." President Higdon has enhanced the College's financial aid program and launched a new Science Leaders program to attract and retain underrepresented students in the sciences. He also has overseen campus renovations that include the construction of a new fitness center, major renewal of the historic campus and renovation of New London Hall to create a new science center. This new home for the life sciences and computer science will open in fall 2012.

This brief history borrows from previously published essays by Brian Rogers, former College Librarian, and Judy Kirmmse, Affirmative Action Officer.

The Campus

Academic Buildings

New London Hall (1915) was the first campus building and was named in gratitude to the citizens of New London who raised funds to help establish the College in their city. It is undergoing a $21 million renovation to a state-of-the art center for the life sciences and computer science, slated to open in 2012.

Hillyer Hall (1916) for many years the College gymnasium and assembly hall, was largely the gift of Mrs. Dotha B. Hillyer of Hartford, an early trustee. Today it houses the Tansill Theater and the campus print shop and mail room.

Winthrop House (1916) was used as a student dormitory until 1962 when it was remodeled. It now serves the departments of anthropology, economics, Hispanic studies and sociology.

Fanning Hall (1929) built with a bequest of David Hale Fanning of Worcester, Massachusetts, now houses administrative offices, faculty offices and many classrooms.

Holmes Hall (1929) was named in honor of the late Professor Mary Elisabeth Holmes. It houses the Children's Program, a model inclusive child and family focused early childhood program and a laboratory site for courses in human development.

Bolles House (1938) is a 19th-century farmhouse currently serving as offices for human development and education.

Woodworth House (1931) houses the East Asian Languages and Cultures department.

Frederic Bill Hall (1939) was made possible by the 1932 bequest of Julia Avery Bill of Groton, Connecticut, in memory of her husband. The department of psychology uses seminar rooms and classrooms in Bill Hall, which also houses the College computing center and accelerator laboratory. An Alvan Clark telescope dominates the observatory on the roof of the building. The renovated Silfen Auditorium opened in 2008.

Hale Laboratory (1954) was constructed with gifts from Ruth Hale Buchanan '39, the James Foundation of New York, Inc., friends of the College, funds from the estate of President Katharine Blunt and supplemented by College funds. The building provides fully equipped laboratory facilities for students in chemistry and biochemistry, research facilities for faculty and students and a large lecture amphitheater. The building was expanded and laboratories were upgraded in 1987 and again in 1997. The high tech, multi-media Brown Auditorium opened in 2000.

Cummings Arts Center (1969) resulted from gifts from Nathan and Joanne Toor Cummings '50 of New York City, the Charles A. Dana Foundation, Inc., of Greenwich, Connecticut, and many friends of the College. It is the site of studios, a darkroom, galleries, a music library, practice rooms, an electronic and digital sound studio, faculty offices, a lecture hall, a concert hall and an espresso bar. The Greer Music Library in Cummings Arts Center contains over 8,800 books, 12,000 scores, 17,000 recordings, as well as study, computing, and listening facilities. The Cummings Arts Center also houses the Wetmore Print Collection and a 116,000-item visual resources library.

Charles E. Shain Library (1976) located at the center of the campus, offers a vibrant space for community building, research, scholarship, technology access, and study. Shain Library houses an information commons with open-access workstations near the library reference desk and computer help desk, along with the Blue Camel Café and small group study areas. The library also houses three computer classrooms/laboratories and the Advanced Technology Lab. Access to the campus network and the Internet via wireless technology is available throughout the building, along with many other common gathering spaces on campus, The Charles Chu Asian Art Reading Room provides a quiet reading and study space for students and faculty as well as exhibit resource. The Linda Lear Center for Special Collections and Archives opened in 2008. The library collection consists of more than 500,000 books and bound periodicals, 100,000 media and computing materials, 5,500 subscriptions to periodicals, including some 4,200 eJournals. The Shain Library is also a partial repository for government documents with nearly 500,000 items. The library adds approximately 10,000 volumes to its collection each year. The collection is augmented through the CTW Consortium, a partnership with Trinity College and Wesleyan University that provides fast access to more than 2.2 million items. All three libraries are united by a state-of-the-art electronic catalog available via the Internet. A Digital Commons serves as the College's electronic archive.

Blaustein Humanities Center in Palmer Library (1985) a $4.3 million renovation, houses 30 faculty offices, classrooms, seminar rooms, a language lab, writing center and computer and audio-visual facilities. A substantial gift from the Jacob and Hilda Blaustein Foundation of Baltimore made the renovation possible. The original building, the Palmer Library (1923), was built with a gift from Mr. and Mrs. George S. Palmer of New London and later enlarged through another gift from the Palmers and a 1940 grant from the Carnegie Corporation.

F.W. Olin Science Center (1995) houses laboratories, classrooms, an astronomical observatory, a 150-seat auditorium, a science reading room, a computer room and faculty offices. The Connecticut College Arboretum and the Goodwin-Niering Center for the Environment also have offices on the first floor. The building was fully funded by the F.W. Olin Foundation.

Public Buildings

Vinal Cottage (1928, renovated and expanded 1989) houses the Office of Career Enhancing Life Skills.

The Winslow Ames House (1933) is the administrative home of the Center for Arts & Technology. Originally built as a prototype for an affordable, modern, pre-fabricated home, it was commissioned by Winslow Ames, former director of the Lyman Allyn Art Museum. The house was restored in 1992–93 with assistance from the Connecticut Historical Commission and listed on the National Register of Historic Places.

Frank Loomis Palmer Auditorium (1939) was planned by Theodora and Virginia Palmer of New London as a memorial to their father, an early trustee of the College, and was built from Virginia Palmer's bequest. It seats 1,298 and is fully equipped for theatrical, concert and film presentations.

Harkness Chapel (1940) was given by Mary Stillman Harkness of Waterford, Connecticut, and New York City. Services are conducted in three major faith traditions (Jewish, Protestant and Roman Catholic) by College chaplains and occasionally in other traditions by visiting clergy. The ground floor houses the Office of Religious and Spiritual Life, the chapel library, chaplains' offices and chapel office.

The College Center at Crozier-Williams (1957, renovated 1982 and 1993) was constructed with a bequest from Mary Williams Crozier of Washington in memory of her father. In addition to housing the student affairs office and dance department, this modern building also provides offices for student organizations, the campus radio station, student newspaper, the snack shop, College bookstore, post office, the Office of Volunteers for Community Service and public meeting areas. The Connection is an atrium that honors alumni families in which more than one member has attended the College, often across several generations.

The Dayton Arena (1980) is used during winter months by both college and community for hockey games, figure skating instruction and recreational skating. The Dayton Arena can be converted to four indoor tennis courts or a large convocation area during warmer months. The arena was a gift of Judson '80 and Duncan '81 Dayton and their parents, Julia '49 and Kenneth Dayton of Wayzata, Minnesota.

The College Athletic Center (1984, expanded 1992 and 2009) provides space for extracurricular and intramural recreational activities as well as varsity and club sports. A

natatorium, fitness center, rowing tanks and two new gymnasiums were added in 1992, when the field house was dedicated to retired athletic director Charles B. Luce. An expanded fitness center opened in Fall 2009.

Lyn and David Silfen Track & Field (1996) overlooks the Thames River, giving it perhaps one of the more scenic track and field racing venues in all of New England. The facilities of the track and field include: a 400-meter synthetic track; an eight-lane track surface and inside radius for steeplechase water jump; long jump and triple jump; and a javelin runway and landing area. In the interior of the track are playing fields to accommodate soccer, field hockey, and lacrosse.

The Horizon Admission Building (1988) houses the College admission staff and serves as a welcome center for prospective students.

Becker House (1991) houses the alumni, advancement and college relations offices. It was built on the site of the College's first refectory, Thames Hall, with a gift from Sarah Pithouse Becker '27 and other alumni.

Student Residences and Health Center

Emily Abbey House (1939), maintained as a student cooperative house, was the gift of Mrs. Emily Abbey Gill of Springfield, Massachusetts.

Jane Addams House (1936) was given by friends of the College and named for the first American woman to earn a Nobel Prize, the pioneer social worker and feminist Jane Addams.

Blackstone House (1914) is one of the College's first dormitories, a gift of Morton F. Plant of Groton, Connecticut, a chairman of the first board of trustees.

Katharine Blunt House (1946) was named in honor of the third president of Connecticut College.

Branford House (1919) was built from the bequest of Morton F. Plant, who donated the funds for both Blackstone and Plant Houses in the Quad.

Burdick House (1940) honors the late Dean Emeritus E. Alverna Burdick.

Freeman House (1937) was built with the bequest of Mrs. Harrison Freeman of Hartford, Connecticut, wife of an early trustee of the College.

Edith and Alice Hamilton House (1961) was named for the distinguished classicist and the pioneer in industrial medicine of Hadlyme, Connecticut.

Mary Harkness House (1934) was given by Mary Stillman Harkness of Waterford, Connecticut, and New York City.

Elizabeth Holmden Harris Refectory (1961) was named in honor of the director of residence and dietitian of the College, 1920–1956.

Johnson House (1961) Formerly Marshall and renamed in 2008 in honor of trustee Ann Werner Johnson '68.

Knowlton House (1925) is the gift of Mrs. Charles Clark Knowlton of Ashford, Connecticut, and New York City. Foreign language majors now live here to practice language skills in daily situations.

Allen B. Lambdin House (1961) was named in honor of the business manager of the College, 1922–1961.

Larrabee House (1957) was built with the bequests of Rachel and Betsey Larrabee and was named in their honor.

S. Ralph Lazrus House (1964) was made possible through the gifts of the S. Ralph Lazrus Foundation and Mrs. Oscar Lazrus and was named in memory of her former husband.

Mary Foulke Morrisson House (1961) was named in honor of the secretary of the Board of Trustees, 1938–1965.

Rosemary Park House (1961) was named in honor of the fifth president of the College, 1946–1962.

Plant House (1914) is one of the first college dormitories, a gift of Morton F. Plant of Groton, Connecticut, a member of the first board of trustees.

Grace Smith House (1940) was built with the bequest of Mrs. Grace Ellis Smith of New Britain, Connecticut.

Unity House (1928, renovated and expanded 1989) is the campus multicultural center.

Lilian Warnshuis Health Center (1950) honors the woman who served as college physician from 1949 to 1962. The infirmary has examining and treatment rooms, well-equipped laboratories and facilities for inpatient care.

Windham House (1933) represents the generous gifts of many friends of the College in Windham County, Connecticut.

Elizabeth C. Wright House (1961) was named in honor of a founder and the first bursar of the college.

The Connecticut College Arboretum

Connecticut College exists in a singular environment known as the Connecticut College Arboretum, which offers a quality of life and a conservation classroom unique among liberal arts institutions. The Arboretum's very diverse 750 acres include the landscaped grounds of the College campus as well as the surrounding plant collections, natural areas and managed landscapes. These resources all support the College's mission of preparing the next generation of citizen-leaders, whose diverse responsibilities will include crafting a sustainable relationship with the natural world. Our institution distinguishes itself by a long-standing commitment to conservation and supporting research and teaching in ecological and environmental studies. The symbiosis of the Program in Environmental Studies, the Goodwin-Niering Center for the Environment, and the Arboretum provides an outstanding model of an ethically and environmentally sound community.

History:

The Arboretum was established in 1931 as The Connecticut Arboretum on 60 acres of College property west of the central campus. Development of the Native Plant Collection and the Caroline Black Garden were the primary initiatives of the early years. In 1952, land west and north of the Native Plant Collection was dedicated as the Bolleswood Natural Area for teaching, research, and passive recreation. Acquisition of adjacent land led to a total

of 450 acres of Arboretum-managed property by the early 1990s. In 1996 all 750 acres of college property became part of the Connecticut College Arboretum, with the main campus landscape managed as a plant collection. Today the Arboretum is maintained jointly by the Arboretum and the Physical Plant Grounds Departments. College students and community volunteers provide an important supplement to the workforce.

Plant Collections

The College has three major plant collections: the Campus Landscape with 120 acres of trees and shrubs from around the world; the Native Plant Collection, 30 acres of woody plants and wildflowers indigenous to eastern North America; and the three-acre Caroline Black Garden with a diversity of woody plants, many quite mature, in a garden setting. Professional curatorial techniques, such as mapping, inventories, labeling and computer databases, are used to keep track of the thousands of specimens now part of the Arboretum Collections. Labeled plants, guided tours, workshops, and publications are part of the collection interpretation program.

Land and Landscape as Environmental Model

All of the College property is available for teaching and research in Environmental Studies, the Biological Sciences, and other academic programs. At least 30 different college courses utilize the Arboretum. Our goal is to create a 'living laboratory' which stimulates environmental awareness in students and those working at or visiting Connecticut College.

Over 200 acres are dedicated as Natural Area, lands kept as free as possible from human disturbance, and specifically available for observational research, teaching and recreation. Another 200 acres are available for manipulative projects, for example, controlled burning experiments and vegetation management demonstrations. These lands have a rich tradition of long- and short-term ecological research by faculty and students.

Maintenance and development of the College landscape are performed in the most environmentally sound manner possible, including energy conservation, recycling and minimal pesticide use.

Environmental Planning

The College uses a participatory, community-based approach to land planning through the Facilities and Land Management Committee. One of the major planning principles is the concept of "Campus as Arboretum." Faculty, students, and administrators collaborate in formulating policies and making environmentally sustainable decisions and policies.

People And Programs

The Arboretum also reaches several thousand people each year through its continuing series of lectures, workshops, symposia, tours, trips, exhibits and events which are open to all. Volunteer opportunities—docents leading tours, students and local neighbors taking part in horticultural projects, committees organizing and operating plant sales and other programs—encourage active participation and learning.

Arboretum Office

The Arboretum Office is located in the F. W. Olin Science Center (room 103), the first building north of the College main entrance on Route 32. The office provides information about the Arboretum, upcoming programs, publications and membership.

Lyman Allyn Art Museum

Situated near the Connecticut College campus and overlooking the U.S. Coast Guard Academy, Lyman Allyn Art Museum is the principal comprehensive art museum serving southeastern Connecticut. The museum was established in 1926 by Harriet Upson Allyn in memory of Lyman Allyn, her father and a local whaling merchant, as a place for local citizens to learn about art and culture.

Housed in a handsome Neo-Classical building designed by Charles A. Platt, the permanent collection includes over 10,000 paintings, drawings, prints, sculptures, furniture and decorative arts, with an emphasis on American art from the 18th through 20th centuries. Lyman Allyn Art Museum holdings also include European paintings and works on paper, contemporary works by American artists and a fine selection of American and Connecticut Impressionist work.

The museum is accredited through the American Association of Museums. Lyman Allyn Art Museum is a founding member of the Connecticut Art Trail. Lyman Allyn Art Museum offers a wide range of programming including permanent and traveling exhibitions, gallery talks and lectures, and adult and children's art classes. Students, faculty and staff of Connecticut College are members of the museum and receive such membership privileges as free admission.

Museum Hours:

Tuesday–Saturday: 10:00 a.m. – 5:00 p.m.
Sunday: 1:00 p.m. – 5:00 p.m.
Closed Mondays and major holidays
860-443-2545
http://www.lymanallyn.org/

Admission

Admission to Connecticut College is competitive and highly selective. Each year about 5,300 candidates from around the world apply for the 500 spots in the first-year class. For the Class of 2015, 33 percent of the applicants were offered admission.

Distinguished academic achievement is expected of all successful candidates for admission to Connecticut College, yet it is important to remember that there is no single characteristic that is required to gain admission. In reaching admission decisions all credentials are fully reviewed and carefully assessed. The strength of a student's secondary school preparation is the best measure of readiness for college, but also of value are personal qualities such as intellectual promise, appreciation of diverse experiences, motivation, maturity and commitment. Talent, accomplishment and leadership in non-academic areas are also important. Because Connecticut College possesses an environment that fosters mutual learning, we actively seek a diversity of interests, abilities, cultural, ethnic, geographic and socioeconomic backgrounds within our student body.

Regular Decision applicants are notified of admission decisions by April 1, and candidates offered admission must respond by May 1. The decision of the Admission Committee is final. The offer of admission is contingent upon successful completion of high school programs and continued personal success, and is subject to review upon receipt of the final secondary school transcript. An offer of admission may be rescinded, or a student may enter the College on academic probation, if previously exhibited standards of academic and personal achievement are not maintained. In addition, Connecticut College reserves the right to revoke acceptance decisions from candidates who make commitments to and who hold places at more than one institution concurrently.

Connecticut College is authorized under federal law to enroll non-immigrant alien students.

	Application Dealine	Financial Aid Dealine	Notification Date
Early Decision:			
Round I	November 15	November 15	mid-December
Round II	January 1	February 1	mid-February
Regular Decision:			
Fall Semester	January 1	February 1	late March
Spring Semester	November 1	November 1	mid-December
Transfer Admission:			
Fall Semester	April 1	April 1	early May
Spring Semester	November 1	November 1	mid-December
Return to College:			
Fall Semester	April 1	April 1	early May
Spring Semester	December 1	December 1	mid-December

Campus Visits

A campus visit is the best way to get to know Connecticut College and find out whether the College is a good match for you. Visitors are advised to refer to the academic calendar and to avoid, if possible, Connecticut College vacations, holidays and examination periods. When

the College is not in session, some facilities may not be open and student-guided tours may not be available. To plan a visit, refer to the Admission Office website for a schedule of office hours, tours, and group information sessions: conncoll.edu/admission/visiting_campus.htm.

Interviews

Interviews are strongly recommended for all candidates, preferably on campus. Through the interview, a student is able to investigate on a personal basis the educational opportunities at the College and to become better informed about many aspects of campus life. The interview may also help the Admission Committee in understanding the applicant better as an individual. Interviews are available beginning in June following the student's junior year of high school. All interviews must be completed by December of senior year. Transfer applicants who wish to enroll for the fall semester must interview by April 1st. Midyear applicants for transfer or freshman enrollment must interview by November 1st.

First-Year Application Requirements

- Common Application with essay (commonapp.org)
- Connecticut College Supplement (commonapp.org)
- Non-refundable $60 application fee or fee waiver request (due upon submission of either Supplement or Common Application and is not credited on any subsequent bills)
- Early Decision commitment statement for EDI & EDII applicants (signed by ED applicant, a parent or legal guardian and college counselor)
- TOEFL (or equivalent test) if English is not your native language
- Official secondary school report
- School counselor recommendation
- Official secondary school transcript (must cover all schooling to date since ninth grade)
- Midyear report with updated 12th grades
- Two academic teacher recommendations (preferably from junior or senior year)
- Optional one-page peer recommendation
- Optional arts submission

Early Decision

Candidates who identify Connecticut College as their first choice are encouraged to apply Early Decision. Early Decision candidates, a parent or guardian, and the student's school counselor must sign the Early Decision Commitment Statement and submit it to the Office of Admission by the appropriate deadline.

There are two rounds of Early Decision at Connecticut College, Early Decision Round I (EDI; application deadline of November 15; notification mid-December) and Early Decision Round II (EDII; application deadline of January 1; notification mid-February). Both rounds of Early Decision are binding and indicate the same level of commitment to the College. If you choose to submit testing, results of the October ACT or November SAT Reasoning or Subject Tests will be accepted for Early Decision I. Results of the December ACT or SAT Reasoning or Subject Tests will be accepted for Early Decision II. Typically, January test

scores do not arrive in time for Early Decision II consideration. The EDII deadline also allows more time for consideration before deciding to make a commitment to the College.

Early Decision is a binding commitment and, if admitted, you agree to enroll at Connecticut College, pending an adequate financial aid award. To apply for need-based financial aid, you must do so by the corresponding Early Decision financial aid deadline. Since we are committed to your attendance at the College, we ask that you contact Financial Aid Services (860-439-2058 or finaid@conncoll.edu) before rendering a final decision about whether to apply Early Decision. We do not, however, negotiate financial aid packages based on the Early Decision commitment or financial aid packages from other institutions.

As an Early Decision applicant, you may submit Regular Decision applications to other colleges in the meantime, with the understanding that you will withdraw these applications and initiate no new ones if you are accepted to Connecticut College. We will withdraw your application if you apply simultaneously to more than one college as an Early Decision applicant, or if you do not withdraw your applications from other colleges after notification of your acceptance to Connecticut College.

Early Decision candidates may be admitted, denied or deferred. All deferred candidates will be reconsidered for Regular Decision and need not submit a new application. A deferral is not a rejection. It releases you from your binding commitment to enroll if admitted and reflects the Committee's interest in reviewing your application in the context of the overall applicant pool and in receiving more information, like midyear grades or updated testing, before it can reach a final decision.

Spring Semester Admission

Some first-year students may choose to enter in January for the spring academic term and should apply by November 1. A limited number of students will be considered for January admission, along with spring entry transfers, depending on space availability. Financial aid is unavailable for non-U.S. citizens applying for spring semester admission.

Home School Applicants

Home-schooled students must submit the Common Application Home School Supplement along with all the other required application materials. If you do not have a traditional high school transcript, please submit a detailed accounting of the courses you have pursued along with syllabi or reading lists. If you have taken courses at a high school, college/university or through a distance-learning program, please send official transcripts along with your application.

In addition, your letters of recommendation should not come from your parents. Many students submit letters from classes they may have taken at a high school, college or university or from people for whom they have volunteered or worked.

You should also try to have an interview, if possible, with an admission officer, senior interviewer or an alumni representative either on campus or in your home state. The home-schooled students who are successful applicants to the College have generally availed themselves of local college, university or distance learning courses through an accredited educational organization, and have participated in extracurricular activities at the local level.

Standardized Testing Policy

Connecticut College does not require the submission of standardized testing. Applicants may choose to submit no tests for review or may select to submit the SAT Reasoning, two SAT Subject Tests or the ACT. If your standardized test scores do not reflect your full

potential, we recommend you choose to select the "no tests" option on the Connecticut College Supplement.

If you choose to submit testing, official score reports should be sent directly to the Office of Admission from the testing service, and the Admission Committee will consider your best scores for the test option you select on the Supplement.

Applicants whose native language is not English are required to submit results of an English proficiency exam. Evidence of competence in the use of the English language is required as a condition for admission. In general, students whose TOEFL score is below 600 on the paper, 250 on the computer or 100 on the Internet-based tests, or a 7.0 on IELTS, will have a difficult time gaining admission without additional evidence confirming their mastery of English.

Optional Arts Submissions

Students with well-developed talents in the creative or performing arts who desire that their talents be considered as part of the application should submit appropriate materials in accordance with departmental specifications described below. Submissions that do not conform to these specifications will not be considered for review. Detailed arts resumes listing training and experience, repertoire or roles performed and any honors received may be included with the Arts Supplement to the Common Application.

Applicants submitting materials on paper, CD or DVD should send these directly to the Office of Admission by the application deadline. The applicant's full name and high school must be printed clearly on the submitted object or document(s), in addition to any information as specified below by the relevant department. Please be advised that arts submissions will not be returned.

Students who wish to meet in person with faculty of the arts departments are encouraged to do so, preferably during the fall of senior year. Contact the appropriate department well in advance of the admission deadline to schedule a visit.

Dance – The department holds two on-campus auditions in the fall semester. If travel to the campus is not possible, however, one may audition by submitting a performance on DVD, YouTube or Vimeo. The performance may be of any style and must not exceed one and a half minutes. Contact the dance department after September 6th to inquire about on-campus auditions.

Film – Film submissions may be made via DVD, YouTube or Vimeo. Label the DVD with title, medium, total running time and date of completion.

Music – Submit a CD or DVD with two contrasting pieces lasting a maximum of ten minutes. Pieces may be vocal or instrumental, and, if the latter, applicants should identify their instruments. Specify titles and composers of the pieces performed, and label the submission with title, medium and date.

Theater – Submit a DVD or link to YouTube or Vimeo featuring a performance in which one is prominent. Identify the title of the work performed, the director (as relevant), the venue and the performance date. Label the submission with title, length and date of performance.

Visual Art – Send 10 color prints/printouts of artworks from more than one medium. Each image should be labeled with title, medium, date, dimensions and image orientation. Submit time-based media as DVDs and label with title, medium, total running time and date of completion.

Note: The departments of dance, music and theater have an audition requirement for their majors, and the studio art department requires a portfolio review. Further information on these requirements can be found under each major in this catalog, or one may call the relevant department.

Deferral Requests

Admitted students who wish to defer their enrollment for one semester or a full year should accept the offer of admission by May 1 and submit a written request for deferral to the Dean of Admission and Financial Aid by June 1. If a deferral is granted, in return for guaranteeing a place in the corresponding class, the student, a parent or guardian, and the student's school counselor must sign a form indicating that the student will not apply to any other institutions during the next year.

Early Admission

Early admission may be granted to students who have accelerated and graduated from high school, completing in three years essentially the same distribution of coursework as would be expected in four years. They must fulfill the same requirements as regular applicants and are advised to have a personal interview.

Advanced Standing

Connecticut College encourages prospective students in secondary schools to engage in advanced level work. If students have completed college coursework while in secondary school, Connecticut College may grant credit only for work that:

- has been completed on a college campus;
- has been completed in a class with matriculated college students; and
- has not been used to satisfy any secondary school graduation requirements.

It is the responsibility of the student to forward an official transcript of any coursework to the Office of the Registrar. Once an official transcript has been received, the student's complete file will be reviewed to determine if the credits should be posted to the Connecticut College transcript. Connecticut College does not award credit for programs where the above criteria have not been satisfied, *e.g.* the University of Connecticut's CO-OP Program, Kenyon College's SCA Program, Syracuse University's Project Advance or CLEP testing.

Students who meet certain benchmarks on the exams designated below may receive credit towards their degree requirements. Individual departments have the discretion to decide if advanced credits should count toward the major or minor and to determine the course equivalency.

ADVANCED PLACEMENT (AP) EXAMINATION, sponsored by the College Entrance Examination Board: Students are awarded 4 credits for certain AP examination scores of 4 or 5 which may be applied toward their degree requirements.

INTERNATIONAL BACCALAUREATE: Students who present the International Baccalaureate may, on a course-by-course basis, be awarded 4 credits for each Higher Level individual exam score of 5 or above.

BRITISH A-LEVEL EXAMINATIONS: Students who present the A-Level certificate may, on a course-by-course basis, be awarded 4 credits for each advanced-level exam grade of "C" or above.

OTHER FOREIGN EXAMS: Students who present the results of certain foreign examinations, such as the German *Abitur* and its North European equivalents, the Swiss *Maturity,* the Italian *Maturita* and others of similar merit, may, on a course-by-course basis, be awarded 4 credits for each successfully completed individual course.

A student may apply advanced credit toward degree requirements in the following ways:

GENERAL EDUCATION REQUIREMENTS: AP credit or the equivalent may be used to satisfy General Education requirements, subject to the approval of the department. See page 27 of this Catalog for details regarding General Education requirements.

DEGREE CREDIT: Students may use AP credit in one of two ways: either to repair credit deficiencies that arise from voluntary course withdrawals or failing grades or to accelerate. If a student uses AP credit to repair deficiencies, he/she may not use more than eight semester hours. If, on the other hand, the student chooses to accelerate, he/she may use 16 semester hours of AP to graduate in seven semesters or 32 hours to graduate in six semesters. Students may also use AP credits to cover a leave of absence or withdrawal from the College. Degree credit will not be awarded for AP work if an equivalent introductory course has already been taken, either at Connecticut College or transferred from another institution.

ACCELERATED COMPLETION OF DEGREE: The Connecticut College curriculum is built on the presumption that eight semesters of study are necessary for completion of the degree. In this time frame students can take full advantage of the many opportunities for personal and intellectual growth the College provides. Included among these opportunities are certain signature experiences such as sufficient time for in-depth study of a single discipline (a major) and free exploration of other topics (electives); the experience of a semester of international study; a college-sponsored summer internship and/or research experience, and the option of earning a certificate through study in one of several interdisciplinary centers. Students are also expected to develop capacity for leadership and citizenship through immersion in a dynamic residential community or participation in student clubs and activities, community service or involvement in the College's unique governance structure.

Having designed this optimal educational experience for students, the College understands that some students may wish nonetheless to accelerate completion of their degree (in seven or fewer semesters), using advanced placement credit, transfer credit, or by "over-pointing" (taking more than the expected academic workload in successive semesters). Because completion of all General Education, departmental, and other College requirements prior to an accelerated graduation may be difficult or in some cases impossible, students who wish to graduate in fewer than the expected eight semesters should contact the Dean of Studies as well as their faculty adviser as soon as possible; the College recommends that it be done by the first semester of their second year at the college. In close consultation with these advisers students seeking an accelerated degree must ultimately submit a petition to the Committee on Academic Standing where a group of faculty and deans will assess their chances for success by reviewing their records and plans for completing all degree requirements. The Committee on Academic Standing has final say in approving any accelerated graduation plan.

Transfer Admission

Students from accredited colleges may apply for transfer admission to Connecticut College with advanced standing. Applicants must be in good standing academically and entitled to

honorable dismissal. The quality and strength of the college record are of foremost importance, but the secondary school record is often significant in assessing a student's preparation. Transfer credit is granted for all academic courses completed with grades of C or better where there are approximate equivalent courses in our catalog, and students will be given the standing to which their credentials appear to entitle them. All credits are subject to review at the end of the first year. All credit equivalencies are computed by the Office of the Registrar in August or January, prior to enrollment at the College. A mathematical formula is utilized to equate credits from other institutions to Connecticut College semester hours.

Transfer students will not be admitted to the senior class; all degree candidates must complete at least two full years of academic work in residence (full-time status*) including one semester of the senior year and earn at least 64 credits at Connecticut College.

Transfer students applying for admission must apply by April 1 for fall admission or November 1 for spring admission. The Admission Committee will review applications and decisions will be announced in early May for the fall and mid-December for the spring. Admitted students will be asked to respond within two weeks.

Return to College Program

The Return to College (RTC) program is designed for adults whose undergraduate education was interrupted and who now propose to earn a Bachelor of Arts degree on a part-time basis.

Applicants for the RTC program should be 25 years of age or older, who now propose to finish a Bachelor of Arts degree by enrolling in 12 or fewer credits per semester. The Return to College Program offers flexible enrollment (no more than 12 credits per semester) but is not intended to provide an indefinite period of time for completion of the degree. Students should refer to the Satisfactory Academic Progress section of this Catalog for guidelines regarding the completion of degree requirements. Coursework toward the completion of the Bachelor of Arts degree in the RTC program is completed during the day with enrollment in day courses alongside all other traditional, full-time, undergraduate degree-seeking students.

Admission as a RTC student is competitive and highly selective based on an assessment of all previous academic work and personal accomplishment. All applicants must have successfully completed at least one year of college-level work or its equivalent, showing appropriate academic coursework in a liberal arts environment. Connecticut College students who have not completed their degree requirements should have spent at least five years away from Connecticut College before becoming eligible to re-enter as RTC students. Students who can offer appropriate credentials are invited to apply. Campus residence is not available. Additional information and application forms may be found online: http://www.conncoll.edu/AdmissionDocs/Return_to_College_Application.pdf.

The RTC application with personal statement, official copies of all secondary school and college transcripts, and three letters of recommendation are required of all applicants. After applications have been reviewed, some applicants may be asked to interview with an admission counselor if more information is needed.

Tuition Exchange

Connecticut College participates in the Tuition Exchange Program whereby dependents of eligible employees at participating institutions may attend the College under a Tuition Exchange award, the availability of which varies. Selection of recipients is highly competitive, based on the student's record of academic achievement and other application materials.

*Not applicable to RTC students.

For information regarding eligibility, procedures and deadlines, interested students should first contact the Tuition Exchange Liaison Officer at their sponsoring institution. For specific information regarding the application process at Connecticut College, contact the Office of Admission or visit: http: www.conncoll.edu/admission/11198.htm

Health

All matriculated students are eligible to be seen at the Student Health Service if they have completed their Health Certificate. A health certificate, completed and on file in the Student Health Service, is required by the College on admission and before matriculation. This information is confidential, available only to the staff of the Student Health Service, and is essential for the protection of the student's health in the event of illness or injuries while at college and for the protection of public health. Any student who has not filed a completed health certificate is not eligible for dormitory housing, for participation in varsity or intramural athletics or for treatment within the Student Health Service.

All entering students are required by Connecticut state law to have been immunized against rubella, measles, and meningococcal meningitis. If you were born after December 31, 1956, Connecticut state law requires that you must be immunized, or you may not attend classes or live in a dormitory at a Connecticut school. Complete details regarding required and recommended vaccines are available on the Student Health form. For those requesting an exemption from this law they may find a Religious Exemption form on the Health Services website: http://www.conncoll.edu/campuslife/1543.htm

These regulations apply to regular undergraduate degree candidates, graduate students, visiting students, Twelve College Exchange students, transfer students and full-time special students. They do not apply to evening students or special students on reduced programs who are not paying full fees, are not in residence, are not involved in athletics and are not eligible for treatment within the Student Health Service. If the Williams-Mystic and Eugene O'Neill students have contracted for service, these regulations apply to them.

The College regards health as a matter of great importance and supports the pursuit of higher education for students with physical impairments or health problems. Students who will want to claim a disability should refer to the Office of Student Disability Services entry in the General Information section.

New London Scholars

In 1986, on the occasion of the 75th anniversary of the founding of the College, the trustees established the New London Scholars program in appreciation of the important role the city has played in the life of the College from its beginning. Each semester, two outstanding seniors from 14 of the area's high schools are selected to take one course at no cost. The high schools participating in the program are:

East Lyme High School
Fitch Senior High School
Ledyard High School
Lyman Memorial High School
Lyme/Old Lyme High School
Montville High School
New London High School
New London Science & Technology Magnet High School
Norwich Free Academy
Saint Bernard High School
Stonington High School
Waterford High School
Wheeler High School
Williams High School

Geographical Distribution

Full-Time Undergraduate Students*

First Semester, 2010–2011

New England States		895
	Connecticut	276
	Maine	58
	Massachusetts	430
	New Hampshire	48
	Rhode Island	54
	Vermont	29
Middle Atlantic States		436
	Delaware	3
	New Jersey	121
	New York	241
	Pennsylvania	71
South Atlantic States		86
	Florida	11
	Georgia	1
	Maryland	37
	North Carolina	9
	South Carolina	1
	Virginia	27
South Central States		18
	Alabama	1
	Kentucky	1
	Louisiana	1
	Oklahama	1
	Tennessee	2
	Texas	12
North Central States		83
	Illinois	45
	Indiana	3
	Kansas	4
	Michigan	2
	Minnesota	14
	Missouri	3

*The full-time undergraduate is defined as one who is enrolled in 12 or more semester hours.

Ohio	10
Wisconsin	2
Mountain States	21
Arizona	6
Colorado	8
Idaho	1
New Mexico	5
Wyoming	1
Pacific States	107
California	86
Hawaii	2
Oregon	6
Washington	13
District of Columbia	6
Outside United States	105
TOTAL	**1,757**

Degrees and Programs of Study

Accreditation

Connecticut College is accredited by the New England Association of Schools and Colleges and has been so continuously since December 1932. The College offers courses leading to the degrees of bachelor of arts and master of arts. The specific text regarding the College's accreditation can be obtained from the Admission Office or Financial Aid Services.

The Bachelor of Arts

Connecticut College offers a transforming education that prepares students to put the liberal arts into action as effective citizens in a global society. Toward those ends, the students undertake a curriculum structured to ensure meaningful engagement with the major areas of human experience, inquiry, and achievement as well as opportunities for self-discovery and expression. A Connecticut College education involves students in carefully crafted educational experiences inside and outside of the classroom that knit together courses of study, opportunities to test and apply what is learned in varied and multiple contexts, and encouragement to reflect upon the relationships among them. In this sense, a Connecticut College education is significantly broader than the accumulation of the academic credits that constitute the minimum requirements for a Bachelor of Arts degree.

All candidates for the bachelor of arts degree are required to complete a thoughtfully developed program of study that includes the equivalent of 128 semester hours of academic credit, distributed among general education, elective courses, and the academic major. Furthermore, students are encouraged to complement this coursework with selected

leadership, service, study away, internship, work, and/or research activities. In addition to the major, students may complete a minor in selected fields or a certificate in one of several interdisciplinary programs.

The Program of General Education

The College's General Education program, required of all students, is aimed at fostering intellectual breadth, critical thinking, and acquisition of the fundamental skills and habits of mind conducive to lifelong inquiry, engaged citizenship, and personal growth. Since 2005, freshmen have had the opportunity to enroll in fall semester seminars designed to ensure close student-faculty relationships, intensive examination of a topic of deep substantive import, instruction in writing and critical reading and analysis, and active class discussion. A list of the freshman seminars offered in a given academic year will be published annually and posted on the College website.

In addition, students are required to complete a series of at least seven courses designed to ensure broad engagement with the range of disciplines that constitute the liberal arts. These courses introduce students to the orienting questions, conceptual frameworks, and methods of inquiry and expression of the natural and social sciences, humanities, and arts. Lists of courses which satisfy the distribution requirement areas will be published annually and posted on the College website.

The seven General Education areas are:

Area 1: Physical and Biological Sciences
Area 2: Mathematics and Formal Reasoning
Area 3: Social Sciences
Area 4: Critical Studies in Literature and the Arts
Area 5: Creative Arts
Area 6: Philosophical and Religious Studies
Area 7: Historical Studies

Students must complete one course from each of these seven areas, taken in seven different departments (as defined by the course designations). Each of these courses, when completed at Connecticut College, must be taken for a letter grade and must be worth at least four credit hours. Any exceptions to the seven department rule must be approved by the Committee on Academic Standing. These seven courses should normally be completed by the end of the sophomore year. With special permission, appropriate coursework taken at other institutions may be counted towards these requirements.

Foreign Language and Cross-Curricular Requirements

Foreign Language Requirements

Each student must include a course in a foreign language at the intermediate level or higher; as an option, students may choose a new language, in which case they must complete a two semester sequence of the same elementary language. A new language is one in which a student has studied for not more than one full year of secondary school.*

*The foreign language requirement may be waived upon the recommendation of the appropriate language department on the basis of one or more of the following: departmental tests, interviews or a College Board Achievement Test score of 560 or higher. Students must seek this waiver during the freshman year.

Writing Across the Curriculum

Each student must complete two designated Writing (W) courses. For most students, one of these courses will be a freshman seminar.**

Writing courses are designed to integrate the teaching of writing with the teaching of subject matter, and to foster a deep connection between writing and critical thinking. Courses that fulfill the writing requirement normally include the following elements:

- A minimum range of 15 to 25 pages of graded writing.
- Writing assignments distributed over the course of the semester.
- Feedback from the instructor on writing, along with opportunities for students to make use of these suggestions.
- Time devoted to discussing skills and strategies for writing.

Technology

Information skills are an essential part of a modern liberal arts education. Students should acquire skills in Internet navigation and research, database searching, and traditional library research. In addition, students should be able to integrate appropriate technology into their learning and research.

The Academic Major and Minor

Every student is required to complete an academic major, which must be formally declared no later than March 31 (or October 31) of the second semester of the sophomore year. Students have the option of completing minors or additional majors, each of which should be declared no later than the end of the first semester of the senior year.

A major must consist of at least nine and no more than fifteen semester courses (typically 36 to 60 credit hours), unless otherwise dictated by the standards of a professional society. At least six of these courses must be at the 200 level or higher, with at least two at the 300 level or higher. Only a certain number of courses may be counted in common between the requirements for two separate majors:

- If the total number of combined semester courses for the two majors is fewer than twenty-four, three courses may be counted in common.
- If the total number of combined semester courses for the two majors is at least twenty-four and fewer than thirty, four courses may be counted in common.
- If the total number of combined semester courses for the two majors is thirty or more, five courses may be counted in common.

If more than the designated three, four, or five courses in common are required between the two majors, then an equivalent number of courses need to be added as electives.

A minor must consist of at least five semester courses, at least three of which must be at the 200 level or higher. Only one course may be counted in common toward the requirements for a major and a minor or toward the requirements for two separate minors.

The College offers both department-based and interdepartmental majors. Interdepartmental majors generally include a required core comprised of at least one introductory course

**Beginning with students matriculating in the fall of 2010, including transfer and RTC students. Students matriculating prior to that point must take two courses that are designated as Writing Intensive or Writing Enhanced, at least one of which must be Writing Intensive.

specific to the major and a capstone experience (individual study, honors study, seminar, colloquium, or internship) in which the analytical skills and subject matter from prior courses are employed and tested.

Certain majors provide students the option of selecting a specific track or concentration. A concentration is noted explicitly on a student's transcript, whereas a track is not.

Connecticut College currently offers 37 department-based majors:

anthropology
architectural studies
art
art history
biochemistry, cellular and molecular biology
biological sciences
botany
chemistry (ACS certified)
chemistry/biochemistry (ACS certified)
classics
computer science
dance
East Asian studies
economics
English
environmental studies
French
gender and women's studies
German studies
government
Hispanic studies
history
human development
international relations
Italian studies
Latin American studies
mathematics
music
music and technology
philosophy
physics
psychology
religious studies
Slavic studies
sociology
sociology-based human relations
theater

The College also offers five interdepartmental majors:

Africana studies
American studies
behavioral neuroscience
environmental studies
film studies

Students have the option of designing their own interdisciplinary major or minor. Such a major must include the following elements:

1. A closely articulated group of nine to fifteen courses in two or more disciplines;
2. An essay describing the overall coherence or unity in the form of a central topic, theme, or problem;
3. An integrative project – Individual Study, Honors Study, or an appropriate seminar – that serves as a capstone to the major, through which students have the opportunity to reconcile or synthesize the interdisciplinary materials with which they have been working.

Students must design their major in consultation with a faculty adviser and the Committee on Student-Designed Interdisciplinary Majors and Minors, subject to approval of that com-

mittee and the College faculty. Major proposals should normally be approved no later than the first semester of the junior year. For further information, students should contact the Office of the Dean of Studies and the chair of the Committee on Student-Designed Interdisciplinary Majors and Minors.

A student-designed minor shall include:

1. A list of six or more courses intended to count toward the minor, including an individual study that would serve as an integrative project (see #3 below). The list should be signed by the prospective minor adviser(s). It must include at least three courses at the intermediate and advanced levels; only one course may be counted toward the requirements for both a major and a minor.
2. An essay which defines and explains the concept that underlies or unifies the minor. When completed, the essay should be signed by the faculty member(s) asked to serve as minor adviser(s).
3. An integrative project that serves as a capstone to the minor, through which students have the opportunity to reconcile or synthesize the interdisciplinary materials with which they have been working.

Connecticut College currently offers minors in the following subjects:

African studies
American studies
anthropology
applied statistics
architectural studies
art
art history
astronomy
biological sciences
botany
chemistry
classics
cognitive science
computer science
dance
East Asian studies
economics
English
film studies
French
gender and women's studies
German studies
government
Hispanic studies
history
human development
Italian studies
Latin American studies
linguistics
mathematics
music
music and technology
philosophy
physics
psychology
religious studies
Slavic studies
sociology
sociology-based human relations
theater

Elective Courses

In the elective area students are free to explore fields not otherwise included in the academic program by exploring a diversity of interests, satisfying a curiosity aroused through General Education or bolstering their major with related study. Whatever the preference, the student should choose electives with a thoughtful awareness of the design of his or her education.

Advanced Study

The College encourages properly qualified students to engage in advanced individual study. The following plans, as supplements to the regular course offerings, are available to students upon recommendation by their advisers.

Honors Study

Honors Study offers students who meet the standards set by the College and by their major departments the opportunity to combine independent work with regular courses of study.

Juniors who have maintained a 3.5 average in their major courses for the sophomore and junior years may at the end of the junior year request permission of their departments to be admitted to Honors Study. At this time, in consultation with their major department, they shall formulate a tentative plan for a senior project that has a scope of a year-long project in the student's declared major.

Before the end of the junior year the student will present the major department or appropriate interdisciplinary committee with a plan of study designed to replace two semester courses in the major field. When this plan has been approved, the chair and principal adviser will choose two readers. At least one of the readers and/or the adviser must be a member of the department. The student may at any time confer with the readers about the progress of the honors work. The student will enroll in Course 497–498. One week prior to the end of classes in the second semester of the senior year, the student will deposit one bound copy of the paper with the Office of the Registrar for transmittal to the library. The department or interdisciplinary committee shall have the option of requiring the readers to administer an oral examination on the subject of the course.

Students enrolled in Course 497–498 will be given the temporary grade "In Progress" at the end of the first semester. This grade will be changed to a letter grade when the honors study has been completed. The final grade shall be assigned by the adviser after consultation with the readers. A grade of A or A- will denote Honors.

Any Honors Study project to be considered for the Oakes and Louise Ames Prize, must be submitted to the Educational Planning Committee, and must include a one-page abstract of the project.

The College awards the degree of Bachelor of Arts with Honors Study in the Major Field to students who complete their Honors Study with a grade of A or A-. Students who earn a passing grade of B+ or lower will receive credit as Individual Study as determined by the department. The College awards the degree of Bachelor of Arts with Honors Study and Distinction in the Major Field to students who complete their Honors Study with a grade of A or A-, and who have a scholarship standing of 3.7 (beginning with the students matriculating in the fall of 2006 including transfer and RTC students) in their regular or interdisciplinary major courses, including those of the freshman year or its equivalent.

Individual Study Courses

Individual Study courses are available to properly qualified students, subject to availability of staff time for supervision. The proposal for study must be approved by the instructor supervising the project and by the department or interdisciplinary program in which the project is to be conducted.

Seminars

Many departments also offer seminars in which students have the opportunity to work independently on different aspects of their major field or area of interdisciplinary study and to discuss the results of their research.

Postgraduate Study and Admission to Professional Schools

Many Connecticut College seniors choose to apply for and attend graduate or professional schools. After assisting students with the process of identifying their advanced degree goals, Career Enhancing Life Skills (CELS) counselors refer these students to the college's pre-professional and graduate school advisers, and to discipline-specific faculty advisers.

The student who plans to undertake graduate study should examine specific requirements of particular graduate programs as early in the undergraduate years as possible. Attention is directed to the foreign language requirements of the graduate schools. The choice of languages and the degree of competence expected vary with both the major subject and the graduate school. Early consultation with the major adviser is strongly recommended.

Students intending to prepare for postgraduate entrance into law, business or medical school are encouraged to register with Connecticut College pre-law, pre-business or pre-health advisers early in the freshman year. Students should also attend the appropriate orientation session on preparing for these professional schools and schedule an appointment to meet with the adviser.

Connecticut College does not recommend a formalized pre-law program of studies because experience demonstrates that the best preparation for law school is a solid liberal arts education that trains minds to think critically, logically and creatively. Recent graduates now enrolled in law schools concentrated in a wide range of liberal arts majors. Interested students are encouraged to read the Prelaw Happenings newsletter to learn about law-related activities and attend information sessions conducted by law school admissions representatives that visit campus.

Although medical schools require applicants to present strong academic qualifications in a number of undergraduate sciences, superior performance in a diversified program of liberal arts studies is equally important. The science requirements for medical school can be met by the following courses: biology (two semesters); general chemistry (two semesters); organic chemistry (two semesters); and physics (two semesters). Most medical schools require a year of English. Other courses frequently recommended are a college-level mathematics course and additional courses in biology. The College Pre-health Adviser provides guidance in selecting additional courses and distributes a guide on preparing for medical school.

Course Offerings

Undergraduate courses are numbered from 100 to 499. Courses numbered 100–199 are open to students in all classes unless otherwise indicated. Courses numbered 200–299 generally have introductory level prerequisites or may be restricted to students above the freshman class. Courses numbered 300–399 usually have intermediate prerequisites, or may be open only to junior or senior students. Courses numbered 400–499 usually have advanced prerequisites or require a large component of independent work. Courses numbered 500–599 are graduate courses. Some graduate courses are open to properly qualified undergraduate students.

Honor's study courses are hyphenated courses, numbered 497–498. The student must complete both semesters' work before any academic credit will be granted.

In comma courses, *e.g.,* Hispanic Studies 101, 102, unless otherwise noted, the student may receive credit for either semester, if taken separately. The comma arrangement is designed to indicate that two semesters form a unit of work and may be so taken if desired. Occasionally, in a comma course, the first semester course is a prerequisite to the second semester course; when this is the case, that fact is stated in the course description.

A semester course is normally equivalent to four semester hours; for exceptions in applied music, architectural studies, biological sciences, b otany, chemistry, Chinese, college courses, dance, education, English, environmental studies, French, gender and women's studies, German, government, history, Italian, Japanese, mathematics, physical education, physics, psychology, Slavic studies and theater, see departmental offerings. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, students are expected to complete no fewer than three hours of combined instructional or studio/lab time and out-of-class work per week.

The College believes that in a number of courses class size is an important factor influencing the quality of education. Consequently, to preserve reasonable class sizes, a student may not always be able to take a given course in the semester of choice.

The courses of instruction are announced subject to modification. Courses in which the registration is below five may be withdrawn at the discretion of the College.

Freshman Seminars 2011

A sound liberal arts education should enable students to participate as quickly as possible in thought-provoking academic discussion. Freshman Seminars are intended to facilitate this process by providing students a setting for intellectual and creative engagement. These seminars introduce and support our institutional value of academic achievement through close student-faculty relationships. Seminars are designed to foster a lively and respectful interaction, both among students and between students and faculty, around a topic of the faculty member's choosing.

Open to freshmen only. Enrollment limited to 16 students per seminar. These seminars are designated Writing courses.

FRESHMAN SEMINAR 101A POPULAR CULTURE IN THE SPANISH-SPEAKING WORLD (In Spanish) Pop culture reflects the daily interactions, interests, and cultural "moments" that make up the lives of everyday people in their communities. It includes many practices or beliefs on subjects such as music, religion, myth, dance, race, food, gender, clothing, consumption, mass media, entertainment, sports, politics, community action, and literature.

Open to intermediate through advanced speakers, readers, and writers of Spanish. *J. Kushigian*

FRESHMAN SEMINAR 101B SPORT IN AMERICA: AN EXAMINATION OF SPORTS CULTURE The nature and history of sport in America, a critical analysis of sport that leads to the understanding of social problems and social issues associated with sport in our society, and sport as a social phenomenon. A community learning experience through Project K.B.A. (Kids, Books, Athletics) is encouraged. *E. Kovach*

FRESHMAN SEMINAR 101C MADE IN CHINA An examination of pertinent aspects of China's rise as a global market economy through the lens of culture. Using a variety of contemporary media (including fiction, memoir, documentary, and popular music), the course traces the shift in public discourse from production and labor to consumption and lifestyle. Specific topics include: rural to urban migration; post-Mao labor relations and rights; environmental crisis; and global consumer culture. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. *A. Dooling*

FRESHMAN SEMINAR 10Cf MADE IN CHINA (In Chinese) This optional section will meet for an additional hour each week to discuss supplemental texts in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 10Cf must concurrently register for Freshman Seminar, "Made in China."

FRESHMAN SEMINAR 101D PSYCHOLOGY AND CRITICAL THINKING Introduction to the principles of critical thinking and logic and to the psychology of reasoning, decision-making, and choice. Current controversies (*e.g.*, evolution *vs.* creationism, belief in the paranormal) will be used as test cases to evaluate the evidence and arguments supporting differing positions. *S. Vyse*

FRESHMAN SEMINAR 101E COMMUNISM AFTER COMMUNISM "Communism" lost the Cold War; but many literary theorists think that communism offers the best mode for

understanding our world, and the communist idea of "the commons" the only hopeful future for it. Why? Given this history, then, what does communism actually mean? We will read about the varieties of anti-capitalism across history, emphasizing recent calls for communist renewal. *S. Hay*

FRESHMAN SEMINAR 101F THE SEARCH FOR LIFE IN THE UNIVERSE An examination of how humans scientifically search for extraterrestrial life. Questions include; What is the universe made of? What is life? What constitutes a habitable planet? What is the Drake Equation? Where and how might we search for life in this solar system? What would be the societal impacts of finding extraterrestrial life? *L. Brown*

FRESHMAN SEMINAR 101G BIOLOGY IN THE POPULAR MEDIA Biological systems often run amok in popular books, movies, and television programs, usually as a result of scientific manipulations. This seminar examines the biological basis, together with the technical details for their discovery and creation, and the resulting ethical dilemmas of several diverse examples. *T.P. Owen*

FRESHMAN SEMINAR 101H EMBODIED RESISTANCE A critical investigation of dance as resistance and social protest. Students will examine educational, dance, and social science theories and methods through Afro-diasporic dance. Considerations of text, film, and performance will address the ways in which narratives of social protest are embodied and resistance to social injustice is enacted. Students will dance at least once a week. No previous dance background is required. *R. Roberts*

FRESHMAN SEMINAR 111A HEALTHY CHOICE? Is what we are eating today really food? How can we make healthy and thoughtful food choices? This seminar will consider the role of processed and genetically modified food and grains and their impact on diet, and will examine the American diet through popular literature and scientific readings. Discussions and activities will include critical review and analysis of data as presented by the public press.

This course satisfies General Education Area 1. *S. Warren*

FRESHMAN SEMINAR 121A ROBOTICS AND PROBLEM SOLVING An introduction to robotics and problem solving through robot construction and the programming of controllers. Students will discuss readings, make presentations, and work in teams to design and program LEGO Mindstorms robots to solve a series of problems that are of increasing complexity. No previous knowledge of computer programming is necessary. This course is not intended for computer science majors. **Seminar is open to freshmen NSF Science Leaders only.**

This course satisfies General Education Area 2. *G. Parker*

FRESHMAN SEMINAR 131A THE POLITICAL THOUGHT OF UTOPIAS AND ANTI-UTOPIAS Throughout Western history, writers have envisioned perfect societies (utopias). Fearing the implications of modern trends, twentieth century writers created anti-utopias. Each work attempts to answer the central questions of political thought: inherent human nature; individual or communal property ownership; the purpose of the State, its organization, and whether resistance is legitimate.

This course satisfies General Education Area 3. *D. James*

FRESHMAN SEMINAR 131B WORK IN AMERICA This course will ask the following questions about the American workforce in historical perspective: Who works and why? What are people paid and why? What happens to people who don't or can't work? The role of slavery, immigration, the household and unions will be considered for their impact on the shape of the American workforce. This course satisfies General Education Area 3. *C. Howes*

FRESHMAN SEMINAR 131C LOCATING INDIANA JONES: PLUNDERING AND THE (IL)LICIT PRACTICES OF THE ANTIQUITIES TRADE The plundering of archaeological sites and trafficking of ancient objects threatens cultural heritage on a global level. Readings, films, and discussions in this course examine the complex and interdependent relationships of those who participate in an illegal antiquities market and those who condemn it. Differences in class, ethnicity, power, and colonial histories are considered as a means of understanding variation in beliefs and practices related to the recovery of ancient treasures.

This course satisfies General Education Area 3. *A. Graesch*

FRESHMAN SEMINAR 131D HOMESICK: TRAVELING IN SEARCH OF HOME A look at lives and travels of "global souls" today and in the context of 19th century colonialism. A "global soul" leaves home to travel in search of a home. If you have ever wondered where you are or why you are where you are, this course will connect your questions to the provocative musings of "global souls" (like Pico Iyer today and Isabelle Eberhardt in 19th century French colonial Algeria) as they travelled to understand who they are as people. In their musings, such global souls help us understand our sometimes disoriented and often directionless contemporary condition.

This course satisfies General Education Area 3. *S. Sharma*

FRESHMAN SEMINAR 141B THE ARTIST AND THE SCIENTIST: FROM MICHELANGELO TO GALILEO A study of the interplay of art, religion, and science in Medicean Florence and Papal Rome. Special attention will be given to Michelangelo's frescoes in the Sistine Chapel and to Galileo's discovery of the moons of Jupiter. Students may not receive credit for both this course and Italian 409. The course is taught in English.

This course satisfies General Education Area 4. *R. Proctor*

FRESHMAN SEMINAR 141C FROM SELMA TO SAIGON: A LOOK AT THE SIXTIES An examination of some of the major political and social movements of the 1960s and their effects on the present. Authors include John Kennedy, Martin Luther King, Jr., Malcolm X, Denise Levertov, and Tim O'Brien. Films include *One Flew Over the Cuckoo's Nest* and selections from *Eyes on the Prize*.

This course satisfies General Education Area 4. *T.P. Ammirati*

FRESHMAN SEMINAR 141D CRIME AND DETECTION IN POPULAR FICTION An exploration of three related figures: the police detective, the private detective, and the criminal who evolves from villain to victim. Writers include Dickens, Collins, Norris, Wright, Poe, Stevenson, Doyle, Christie, Hammett, Higgins, Rendell, and P.D. James.

This course satisfies General Education Area 4. *P. Ray*

FRESHMAN SEMINAR 141E THE USES OF HISTORY IN LITERATURE A study of prose, poetry, and drama that investigates how we use the past to tell stories of race, gender, sexuality, class, nation, and life in general. How do historical concerns shape literary form, and how does literature shape our historical consciousness? Authors include Shakespeare, Brontë, Achebe, Coetzee, Spiegelman, Rushdie.

This course satisfies General Education Area 4. *J. Strabone*

FRESHMAN SEMINAR 141F RUSSIA AFTER COMMUNISM An examination of the social upheaval and massive cultural changes in post-Soviet Russia since the fall of the Soviet Union in 1991. Topics include economic crisis and privatization, mafia culture, the cult of Vladimir Putin, Censorship, sex-trafficking and the internet bride industry, social orphans, youth culture, religious movements, contemporary Russian cinema, and the wars in Chechnya and Georgia. The post-communist transitions of Poland and China will be the subject

of comparative analysis. Students will learn the Cyrillic alphabet and key Russian terms and cultural concepts as part of the course.

This course satisfies General Education Area 4. *A. Lanoux*

FRESHMAN SEMINAR 141G FAMILY STORIES, CULTURAL HISTORIES How do stories of families record histories of cultures? We will read contemporary transnational and transcultural fiction about the family, tracing paths of cultural migration and transformation. Writers may include Marilynne Robinson, Alice Munro, Jhumpa Lahiri, Kazuo Ishiguro, Alison Bechdel, and Lorrie Moore.

This course satisfies General Education Area 4. *J. Rivkin*

FRESHMAN SEMINAR 141H WITCHES, WEIRDNESS, AND WONDER An introduction to the imagination of symbolic order and chaos in German literature and popular culture. We will trace stories of witches and wonders in Grimm's fairy tales, works by Kafka, Hesse, and others, and in contemporary film and media productions.

This course satisfies General Education Area 4. *G. Atherton*

FRESHMAN SEMINAR 141I CONTEMPORARY CHINESE ART AND POLITICS Contemporary Chinese art has offered one of the most dynamic art scenes in the world in recent years and has captured wide international attention. This course examines contemporary Chinese art in its political and ideological context, and covers movements from the Cultural Revolution propaganda art to political pop, cynical realism, and a new generation of active iconoclastic artists in the present.

This course satisfies General Education Area 4. *Y. Huang*

FRESHMAN SEMINAR 141J THE GLORY OF BAROQUE MUSIC: BACH AND HANDEL An exploration of the vocal and instrumental music of Bach and Handel with an emphasis on its roots in German, Italian, and French culture of the 17th and 18th centuries, and how this music became so greatly appreciated in the 20th century. Critical listening to recordings and presentation of live performances both in and out of class will help to develop listening skills and an understanding of this repertory.

This course satisfies General Education Area 4. *J. Anthony*

FRESHMAN SEMINAR 141K SCI-FI, CYBORGS, AND SOVIET LIFE An examination of science fiction as a literary and cinematic genre in Soviet Russia and the West. Emphasis on the historical and philosophical roots of sci-fi, utopian and dystopian visions of society, Communist ideology, notions of social progress, gender, technology, and psychoanalytic readings of the genre.

This course satisfies General Education Area 4. *C. Colbath*

FRESHMAN SEMINAR 151A BASIC CONCEPTS IN DESIGN The basic principles of visual art and design in theory and practice. Students will be introduced to traditional and digital tools and will work on a series of exercises and projects. Introductory work in drawing with an emphasis on two-dimensional design and time-based media.

This course satisfies General Education Area 5. *A. Wollensak*

FRESHMAN SEMINAR 161A RELIGION IN THE NEWS What stories about religion are considered worthy of attention in the news media? Why? How are they framed and interpreted? What analytical perspectives can the academic study of religion bring both to the stories themselves and the ways in which they are covered by various news media?

This course satisfies General Education Area 6. *E. Gallagher*

FRESHMAN SEMINAR 161B RELIGIOUS EXPRESSIONS OF EVERYDAY LIFE An examination of religious practices, rituals, and myths of everyday life, expressed through conventions of religious traditions, including Judaism and Christianity. Focus on the mythic within ordinary life-narratives and the prophetic in the everyday. Students will generate critical texts and movement.

This course satisfies General Education Area 6. *D. Kim and D. Dorfman*

FRESHMAN SEMINAR 161C THE IDEA OF GOD An examination of the writings of famous philosophical believers, disbelievers, and agnostics. The course considers the varied and evolving ideas of God developed by thinkers from the ancient Greek philosopher Plato to the contemporary biologist Richard Dawkins. Emphasis on the complexities and subtleties associated with either belief or disbelief.

This course satisfies General Education Area 6. *A. Pessin*

FRESHMAN SEMINAR 161D TRAGEDY, COMEDY, AND PHILOSOPHY Life is tragic, but it's also comic. Philosophy tries to put the tragic and comic aspects of life into perspective. An exploration of the meanings of tragedy and comedy, and how philosophy grew out of and must remain faithful to both. Readings will compare the classical Greek context—Sophocles' *Oedipus Cycle*, Aristophanes' *Clouds,* and some of Plato's dialogues—with modern sources.

This course satisfies General Education Area 6. *L. Vogel*

FRESHMAN SEMINAR 161E WOMEN AND RELIGION IN INDIA Focusing on Hinduism, this course investigates women's observance of religion in India. Engaging the premise that gender cannot be understood without knowledge of the particularization effected by caste and class, it exposes students to ideas about social status legitimized by myth/ritual and challenged by various subaltern voices, including low-caste and no-caste men and women.

This course satisfies General Education Area 6. *L. Harlan*

FRESHMAN SEMINAR 161F SEMINAR ON SOCRATES An examination of the philosophy of Socrates as portrayed by Plato and other ancient writers. The life and thought of Socrates will be seen in the context of the social, political, and intellectual conditions of Fifth Century Athens. The importance of this paradigmatic philosopher in the 19th and 20th centuries will also be examined.

This course satisfies General Education Area 6. *D. Held*

FRESHMAN SEMINAR 171A BUTTERFLIES AND BARBARIANS: REPRESENTING EAST AND WEST IN POPULAR CULTURE An examination of the history of discourses representing "East" and "West" within the context of transnational encounters between Japan, Europe, and the U.S. A repertoire of cultural icons, such as the geisha, the barbarian, and the samurai, will be scrutinized and deconstructed under the critical lenses of gender, race, and ethnicity.

This course satisfies General Education Area 7. *A.M. Davis*

FRESHMAN SEMINAR 171B REAL SPORTS: RACE, RACISM, AND SEXISM IN AMERICAN SPORT HISTORY This first year seminar examines the history and contributions of black athletes to American professional and collegiate sports. The course investigates the anthropological discussion on race and athletics, the "superior black athlete" myth and its impact on American society. Students will explore the relationship between race, ethnicity, class, and athletic opportunity.

This course satisfies General Education Area 7. *D. Canton*

FRESHMAN SEMINAR 171C CASTRO, CHE GUEVARA, AND FIFTY YEARS OF THE CUBAN REVOLUTION Fidel and Raúl Castro, Guevara, and Vilma Espín shaped a movement that seized power in Cuba and inspired generations of revolutionaries. Guerilla warfare proved only the first step in changing attitudes about class, gender, and race. An examination of the Revolution from 1959 to the present using period writings, biographies, and film. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

This course satisfies General Education Area 7. L. *Garofalo*

FRESHMAN SEMINAR 17Cf CASTRO, CHE GUEVARA, AND FIFTY YEARS OF THE CUBAN REVOLUTION (In Spanish) This optional section will meet for an additional hour each week to discuss supplemental texts in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 17Cf must concurrently register for Freshman Seminar 171C.

FRESHMAN SEMINAR 171D SOCIAL JUSTICE MOVEMENTS IN U.S. HISTORY This course introduces students to the great social justice movements that advanced justice and equality for working people, women, and racial and sexual minorities. Topics covered include the abolition of slavery, suffrage, Native American sovereignty, and labor organizing. Major 20th-century social movements examined include the civil rights movement, the anti-war movement, the women's movement, and the lesbian, gay, bisexual, and transgender rights movement.

This course satisfies General Education Area 7. *J. Manion*

FRESHMAN SEMINAR 171E NORTHERN HEROIC MEDIEVAL LITERATURE: SAGAS, SKALDS, AND SCOPS An introduction to the heroic literature of medieval Scandinavia and Anglo-Saxon England, both prose and poetry. Were medieval Christians preservationists, bowdlerizers, or careful commentators when recording tales of their pagan ancestors? Were post-conversion portrayals of heathen forbears consistent or constantly fluctuating? What were the historical and cultural forces which influenced medieval people as they recorded and re-imagined their own past(s)?

This course satisfies General Education Area 7. *M. Mullane*

Africana Studies

Professor Burton, *director*

The Major in Africana Studies

The major requires a minimum of ten courses, distributed according to the following plan. Seven courses must be beyond the 100 level, two of which must be 300-level courses from different departments. Students majoring in Africana Studies are encouraged to carry out honors work or Individual Study in the senior year. In consultation with an adviser during the junior year, students also will develop a thematic focus within the major.

Core Courses in African Topics (six required courses)

Six courses from the following (from at least three departments):

Anthropology 245
Government 323, 493, 494 Seminars in African Politics
History 103, 250, 410, 411, 413

Two core courses in African-American fields:

English 226
History 255

Two electives drawn from two different departments:

Anthropology 104
Art History 211
Economics 210, 234
Film Studies 203
Sociology 223

The Minor in Africana Studies

The minor consists of a minimum of five courses, one of which must be a 300-level seminar or Individual Study from any of the social science fields listed below during the senior year. The remaining four or more electives are to be drawn from the courses listed below. At least two of the four fields must be included. The minor must be designed in consultation with one of the advisers in the program. With the permission of the adviser, a student may apply one course taken elsewhere toward the minor.

Anthropology 245, Economics 234
Government 493, 494 Seminars in African Politics
History 103

AFRICANA STUDIES 497–498 HONORS STUDY

American Studies

Professor Stock, *director*

The Major in American Studies

American Studies is an interdisciplinary approach to the study of society and culture in the United States, which traces its roots in the academy to the early twentieth century. At Connecticut College, the program has dual, but related emphases: the study of race and ethnicity and the critical examination of the role of the United States in the world. The American Studies major is affiliated with Unity House, the multicultural center at Connecticut College, the Multiculturalism and Diversity Committee (MDC), and the Center for the Comparative Study of Race and Ethnicity (CCSRE).

The major consists of at least eleven courses, including three required courses:

- American Studies 201A, 201D, or 201S (or English 219 or History 201);
- American Studies 206 (or Comparative Race and Ethnicity 206/Religious Studies 216);
- American Studies 465 (or History 465).

Also required are:

- Six courses from a single area of concentration;
- Two courses that treat the United States, its borderlands regions, or race and ethnicity in comparative, transnational, or global perspective;
- Thirty hours minimum of service learning, internship, fieldwork, or community service fulfilled under the auspices of a college certificate program, college course, Career Enhancing Life Skills (CELS) internship program, or Office of Volunteers for Community Service (OVCS) community activity.

The Concentration in Comparative Race and Ethnicity

This concentration explores the formation of racial and ethnic categories and identities over time, across geographic space, and within the cultures of the United States and its borderlands. It examines the political, economic, and social effects of these categories, as they are complicated by the forces of nationality, gender, sexuality, and class. It also explores the history of anti-racism and other social movements for freedom.

American Studies 103, 204, 214, 225, 227, 275, 325, 344, 450, 493A, 494A; Anthropology 202, 229, 234, 260, 275, 325; English 227, 337, 344, 361, 493H, 494H; Environmental Studies 493G, 494G, 493U, 494U; Film Studies 227, 311; Freshman Seminar 103, 170, 173; Gender and Women's Studies 222, 275, 418; Government 238, 307, 308, 324, 493A, 494A, 493Q, 494Q, 493U, 494U, 493V, 494V; Hispanic Studies 224, 317, 324; History 114, 203, 212, 213 214, 216, 219, 220, 225, 227, 269, 275, 304, 309, 313, 326, 411, 450, 460, 461, 463; Human Development 304, 306, 321, 415; Music 103, 117, 229; Religious Studies 204, 229, 346; Sociology 203, 213, 223, 405.

The Concentration in Expressive Arts and Cultural Studies

This concentration explores the ways in which diverse people in the United States have found meaning through literature, the arts, and popular culture. It also examines the ways texts and images have represented American identity both to Americans and to others in this hemisphere and around the world.

Students who concentrate in Expressive Arts and Cultural Studies must take a minimum of six courses in at least two different departments from the following:

American Studies 103, 204, 344; Anthropology 229, 356; Art History 217, 231, 232, 234, 240, 245, 263, 325, 326, 356, 493S, 494S, 493Y, 494Y; English 227, 232, 301C, 337, 343, 344, 361, 493B, 494B, 493H, 494H, 493V, 494V; Film Studies 202, 227, 311, 321; Gender and Women's Studies 418; Hispanic Studies 224, 251, 309, 324, Music 103, 117, 229; Philosophy 207; Theater 339D, 340D.

The Concentration in Politics, Society, and Policy

This concentration focuses on the development of social and political theories and policies that have tried to identify difference in human society. It will also explore how race and ethnicity informs public policy.

Students who concentrate in Politics, Society, and Policy are required to take a minimum of six courses from at least two departments from the following:

American Studies 450, 493A, 494A; Anthropology 202, 234, 275, 402; Economics 237, 247, 401, 430; Environmental Studies 326, 493E, 494E, 493G, 494G; Government 206, 212, 250, 252, 260, 326, 352, 493A, 494A, 493Y, 494Y; Hispanic Studies 316; History 253, 450; Human Development 111, 302, 306, 321, 414, 415; Religious Studies 204, 346; Sociology 203, 213, 223, 227, 364, 405, 408, 414, 493B, 494B.

Courses that Examine Race and Ethnicity Outside the United States

American Studies majors must take two courses from either the courses listed above under areas of concentration that examine Latin America or any of the following:

Economics 319; English 314, 493K; Environmental Studies 251, 493U, 494U, 494K; French 493O, 494O; Freshman Seminar 108; Gender and Women's Studies 103, 224; Government 251, 307, 308, 323, 324, 348, 352, 493K, 494K, 493U, 494U; 493V, 494V; History 226, 250, 324, 325, 410, Music 108; Psychology 450; Religious Studies 207, 328, 330, 401; Slavic Studies 251.

The Minor in American Studies

The minor consists of American Studies 201A, 201D, or 201S (or English 219 or History 201); and 206 (or Comparative Race and Ethnicity 206); and at least four other American Studies or cross-listed courses. The four electives must come from a single area of concentration and from at least two different departments.

Learning Goals in the American Studies Major

American Studies is an interdisciplinary approach to the study of society and culture in the United States. Coursework examines two themes in depth: comparative race and ethnicity and the role of the United States in the world. Its themes and skills are introduced in two gateway classes, AMS 201 and AMS 206, and refined in its required senior seminar, AMS 465: The Globalization of American Culture since 1945. Coursework, advising, and associated faculty come from Anthropology, Art History, Dance, Economics, English, Film

Studies Hispanic Studies, History, Government, Religious Studies, Sociology, and Theater. The American Studies program is also affiliated with the Center for the Comparative Study of Race and Ethnicity and the LBGTQ center. Majors often also gain certificates from PICA, CISLA, or the Museum Studies program.

By the time they graduate, students should be able to:

- Understand the meaning of interdisciplinarity—how various disciplines for example construct the category of evidence.
- Use interdisciplinary methodology to analyze American culture in writing, research, and discussion
- Define major tropes or themes in American life from colonial to the present and identify ways they have changed over time and space.
- Engage in a critical analysis of the United States' changing role in the world.
- Develop an awareness of issues of race, gender, class, ethnicity, sexuality and other forms of identity that contribute to and shape the American experience.

Courses

AMERICAN STUDIES 103 AMERICAN MUSIC This is the same course as Music 103. Refer to the Music listing for a course description.

AMERICAN STUDIES 117 HISTORY OF JAZZ This is the same course as Music 117. Refer to the Music listing for a course description.

AMERICAN STUDIES 201A INTRODUCTION TO AMERICAN STUDIES A multi-disciplinary approach to the study of American culture and society. Introduces students to the history of the American Studies movement, its current debates, and literature. Readings are organized around two questions or themes: Who is an American? And where is America? Other issues include race, class, gender, sexuality, borderlands, disability studies, citizenship, and transnationalism. This is the same course as English 219.

Open to freshmen, sophomores, and juniors; and to seniors with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 4. *T. Ammirati*

AMERICAN STUDIES 201D/201S INTRODUCTION TO AMERICAN STUDIES A multi-disciplinary approach to the study of American culture and society. Introduces students to the history of the American Studies movement, its current debates, and literature. Readings are organized around two questions or themes: Who is an American? And where is America? Other issues include race, class, gender, sexuality, borderlands, disability studies, citizenship, and transnationalism. This is the same course as History 201.

Open to freshmen, sophomores, and juniors; and to seniors with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *J. Downs, C. Stock*

AMERICAN STUDIES 206 THEORIZING RACE AND ETHNICITY This course employs a comparative approach to introduce students to concepts and theories of race and ethnicity that emerged primarily in Europe and the United States in the eighteenth to twentieth centuries. Case studies from other national contexts are presented to broaden students' understanding of the subject beyond the United States. This is the same course as Comparative Race and Ethnicity 206.

Enrollment limited to 30 students. This is a designated Writing course. *D. Canton*

AMERICAN STUDIES 207 INTRODUCTION TO AMERICAN LITERATURE: THE 19TH CENTURY This is the same course as English 207. Refer to the English listing for a course description.

AMERICAN STUDIES 208 INTRODUCTION TO AMERICAN LITERATURE: THE 20TH CENTURY AND THE PRESENT This is the same course as English 208. Refer to the English listing for a course description.

AMERICAN STUDIES 213 NATIVE AMERICAN RELIGIONS This is the same course as Anthropology/Religious Studies 213. Refer to the Religious Studies listing for a course description.

AMERICAN STUDIES 214 POLITICS AND CULTURE IN THE UNITED STATES, 1890 TO 1945 This is the same course as History 214. Refer to the History listing for a course description.

AMERICAN STUDIES 215 POLITICS AND CULTURE IN THE UNITED STATES SINCE 1945 This is the same course as History 215. Refer to the History listing for a course description.

AMERICAN STUDIES 217 SAME-SEX SEXUALITY IN WORLD HISTORY This is the same course as Gender and Women's Studies/History 217. Refer to the History listing for a course description.

AMERICAN STUDIES 219 VAMPIRES, MIRACLES, GHOSTS, AND GOD(S): THE SUPERNATURAL IN AMERICAN POPULAR CULTURE This is the same course as Religious Studies 219. Refer to the Religious Studies listing for a course description.

AMERICAN STUDIES 225 AFRICAN AMERICAN HISTORY 1865–PRESENT This is the same course as History 225. Refer to the History listing for a course description.

AMERICAN STUDIES 227 AFRICAN AMERICAN HISTORY 1619–1865 This is the same course as History 227. Refer to the History listing for a course description.

AMERICAN STUDIES 231 ASIAN AMERICANS AND RACIALIZATION IN THE UNITED STATES This is the same course as Anthropology/Comparative Race and Ethnicity 231. Refer to the Comparative Race and Ethnicity listing for a course description.

AMERICAN STUDIES 233 INTRODUCTION TO ASIAN AMERICAN CULTURES This is the same course as Anthropology/Comparative Race and Ethnicity 233. Refer to the Comparative Race and Ethnicity listing for a course description.

AMERICAN STUDIES 238 RACE AND IMMIGRATION This is the same course as Anthropology/Comparative Race and Ethnicity 238. Refer to the Comparative Race and Ethnicity listing for a course description.

AMERICAN STUDIES 242 THE HISTORY OF WOMEN AND GENDER IN THE UNITED STATES This is the same course as History/Gender and Women's Studies 242. Refer to the History listing for a course description.

AMERICAN STUDIES 248 NARRATIVES OF ILLNESS This is the same course as History 248. Refer to the History listing for a course description.

AMERICAN STUDIES 253 NO HOMELAND IS FREE: CHINESE AMERICAN LITERATURE This is the same course as East Asian Studies/English 253. Refer to the East Asian Studies listing for a course description.

AMERICAN STUDIES 265 AMERICANS IN THE WORLD: TRAVEL, TRADE, AND DIPLOMACY SINCE 1812 This is the same course as History 265. Refer to the History listing for a course description.

AMERICAN STUDIES 270 HISTORY OF SEXUALITY IN THE U.S. This is the same course as Gender and Women's Studies/History 270. Refer to the History listing for a course description.

AMERICAN STUDIES 275 HISTORY OF WITCHCRAFT AND MAGIC This is the same course as Gender and Women's Studies/History 275. Refer to the History listing for a course description.

AMERICAN STUDIES 309 THE HISTORY OF SLAVERY AND EMANCIPATION IN THE AMERICAS This is the same course as Gender and Women's Studies/History 309. Refer to the History listing for a course description.

AMERICAN STUDIES 319 THE COLD WAR IN THE THIRD WORLD This is the same course as History 319. Refer to the History listing for a course description.

AMERICAN STUDIES 325 ETHNOHISTORY OF MINORITY COMMUNITIES IN SOUTHERN NEW ENGLAND This is the same course as Anthropology 325/History 326. Refer to the Anthropology listing for a course description.

AMERICAN STUDIES 330 MEDITATIONS ON THE HISTORY OF THE AMERICAN SOUTH This is the same course as History 330. Refer to the History listing for a course description.

AMERICAN STUDIES 341 CRIME AND PUNISHMENT IN U.S. HISTORY This is the same course as Gender and Women's Studies/History 341. Refer to the History listing for a course description.

AMERICAN STUDIES 344 EMPIRES OF SELFHOOD This is the same course as English 344. Refer to the English listing for a course description.

AMERICAN STUDIES 347 SAME-SEX LOVE AND THE AMERICAN RENAISSANCE This is the same course as English/Gender and Women's Studies 347. Refer to the English listing for a course description.

AMERICAN STUDIES 349 MADNESS AND POSTWAR U.S. LITERATURE This is the same course as English 349. Refer to the English listing for a course description.

AMERICAN STUDIES 350 EDUCATION AND THE REVOLUTIONARY PROJECT IN LATIN AMERICA This is the same course as Comparative Race and Ethnicity/Education/Gender and Women's Studies 350. Refer to the Education listing for a course description.

AMERICAN STUDIES 370 HENRY JAMES AND EDITH WHARTON: AMERICAN LITERATURE OF THE GILDED AGE This is the same course as English 370. Refer to the English listing for a course description.

AMERICAN STUDIES 371 NATIONS WITHIN: INDIGENOUS HISTORIES AND RESTORATIVE JUSTICE This is the same course as History 371. Refer to the History listing for a course description.

AMERICAN STUDIES 382 URBAN ETHNOARCHAEOLOGY: AN ANTHROPOLOGICAL EXPLORATION OF OBJECTS AND CULTURE IN URBAN AMERICA This is the same course as Anthropology 382. Refer to the Anthropology listing for a course description.

AMERICAN STUDIES 404 COMPARATIVE RACIAL FORMATIONS: ASIAN AMERICANS, AFRICAN AMERICANS, AND LATINOS This is the same course as Anthropology/Comparative Race and Ethnicity 404. Refer to the Comparative Race and Ethnicity listing for a course description.

AMERICAN STUDIES 450 LATIN AMERICAN IMMIGRATION AND MIGRATION This is the same course as History 450. Refer to the History listing for a course description.

AMERICAN STUDIES 454 THE REAGAN REVOLUTION: AMERICAN CONSERVATISM, 1940–1990 This is the same course as History 454. Refer to the History listing for a course description.

AMERICAN STUDIES 458 SOUTH OF CANADA IS THE MASON-DIXON LINE: THE CIVIL RIGHTS MOVEMENT IN THE NORTH, 1925–1975 This is the same course as History 458. Refer to the History listing for a course description.

AMERICAN STUDIES 465 THE GLOBALIZATION OF AMERICAN CULTURE SINCE 1945 An exploration of the impact of increased American economic, cultural, and military presence throughout the world since the end of World War II. This is the same course as History 465.

Prerequisite: Open to senior American Studies majors, and to others with permission of the instructor. Enrollment limited to 16 students. Formerly American Studies/History 493Q, 494Q; cannot receive credit for both courses. This is a designated Writing course. *C. Stock*

AMERICAN STUDIES 468 RACE AND SEX IN EARLY AMERICA This is the same course as Gender and Women's Studies/History 468. Refer to the History listing for a course description.

AMERICAN STUDIES 474 THE ATOMIC AGE This is the same course as History 474. Refer to the History listing for a course description.

AMERICAN STUDIES 493A, 494A CULTURE, POLITICS AND THE ENVIRONMENT This is the same course as Environmental Studies 493G, 494G/Government 493A, 494A. See the Government listing for a course description.

AMERICAN STUDIES 493D, 494D MELVILLE: SEXUALITY, ART, AND WORLD TRAVEL This is the same course as English 493D, 494D/Gender and Women's Studies 422. Refer to the English listing for a course description.

AMERICAN STUDIES 291, 292 INDIVIDUAL STUDY

AMERICAN STUDIES 391, 392 INDIVIDUAL STUDY

AMERICAN STUDIES 491, 492 INDIVIDUAL STUDY

AMERICAN STUDIES 497–498 HONORS STUDY

Anthropology

Professors: Benoît, Burton, Steiner; Associate Professor: Lizarralde; Assistant Professor: Graesch; Professor Cole, *chair*

Associated Faculty: Professor: Associate Professor: Wilson (Music)

The Major in Anthropology

The major consists of ten courses: 102, 104, 201; and one of the following: 308, 380, 381, 382, or 383; and six additional courses, at least two which must be at the 200 level, two at the 300 level, and one at the 400 level.

The Minor in Anthropology

The minor consists of six courses: 102, 104, 201; and three additional courses, one at the 200 level, one at the 300 level, and one at the 400 level.

Learning Goals in the Anthropology Major

The What: Human Diversity

- Anthropology students can articulate, orally and in writing, significant trends in the history of anthropological thought, the cultural contours of several world areas, and significant topics and issues in contemporary anthropological research.
    - With our introductory courses, 102 and 104, you can express key concepts and findings in the fields of archaeology and socio-cultural anthropology. From 201 you will gain an appreciation of the history of anthropology, enabling you to grasp the significance of contemporary anthropological study.
    - After other 200-level courses, you will be able to describe and analyze the cultures and societies of specific world areas, such as South America (234), sub-Saharan Africa (245), Native North America (250), the Caribbean (260), and Europe (280).
    - When you enroll in 300- and 400-level courses you will explore key issues and themes in the study of human society and culture, such as our relationship to the environment (307), language and symbolism (314), health and illness (319), food and drink (350), and the integration of historical and archaeological approaches to the human past (390).

The How: Methods

- Anthropology students can describe and employ appropriate methods of data collection and analysis.
    - Anthropology students learn the basics of archaeological and socio-cultural methods in the introductory courses.
    - Through one of four required courses you will gain experience with the tools, techniques, and methods of at least one of the following sub-disciplines: ethnobotany (308), applied anthropology (380), social-cultural anthropology (381), and archaeology (383)

Making a Difference: Applying Anthropology

- Anthropology majors can apply relevant concepts and methods to issues and topics of contemporary and/or historical importance.
    - Using a holistic and comparative perspective, you can provide fresh perspectives to such timely issues as development, human rights, migration, ownership of cultural property, gender and sexuality, and the cultural context of health, illness, and medical care.
    - Through internships and courses with an internship component (such as 406) you gain hands-on experience with anthropological perspectives and methods.
    - The options of individual study and honors thesis enable you to explore a topic of interest under the direction of a professor.
    - You can gain experience in anthropological research by participation in faculty-led projects.
    - Anthropological perspectives will enhance your experience in study away and certificate programs.

Tool for the Future: Skills, Perspectives, and Scholarship

- Through anthropology coursework you will develop skills and perspectives that will serve you well in the future. While grounded in the discipline, these skills will serve you in other fields, in graduate school, and in work.
    - You can communicate effectively in a variety of written and oral formats.
    - You are able to describe and analyze human societies and cultures, using appropriate methods and concepts.
    - You can bring an informed and critical perspective to a range of timely issues in an increasingly interconnected world.
    - With the training of an anthropology major or minor, you will be well equipped to pursue graduate school or professional training.

Courses

ANTHROPOLOGY 102 MATERIAL LEGACIES: AN INTRODUCTION TO ARCHAEOLOGICAL ANTHROPOLOGY Introduces students to foundational concepts, methods, and general theory defining the archaeological study of the human past. Emphasis is placed on the anthropological study of cultural evolutionary process. Diverse case studies highlight archeological research on human origins, inequality, the rise of the state, and more.

Open to freshmen and sophomores, and to others with permission of the instructor. Enrollment limited to 40 students. This course satisfies General Education Area 3. *A.P. Graesch*

ANTHROPOLOGY 104 FOUNDATIONS OF SOCIAL AND CULTURAL AN THROPOLOGY Major principles, concepts, and techniques of social and cultural anthropology; the relation of language to culture; a survey of the variation and evolution of human cultures and communities.

Open to freshmen and sophomores, and to others with permission of the instructor. Enrollment limited to 40 students. Offered both semesters. This course satisfies General Education Area 3. *C. Benoît, J. Burton, J. Cole*

ANTHROPOLOGY 108 MUSIC OF THE WORLD This is the same course as Music 108. Refer to the Music listing for a course description.

ANTHROPOLOGY 117 INTRODUCTION TO ETHNOBOTANY This is the same course as Botany 117. Refer to the Botany listing for a course description.

ANTHROPOLOGY 201 HISTORY OF ANTHROPOLOGICAL THEORY An examination of the discipline of anthropology from its origins in the late nineteenth century to the present. Schools of thought, trends and issues, and the relationship of the field to the wider world are addressed through original texts and contemporary interpretations.

Prerequisite: Course 102 or 104. Enrollment limited to 30 students. *J. Cole*

ANTHROPOLOGY 202 ARCHAEOLOGY OF NORTH AMERICA A study of the development of prehistoric Native American societies. An examination of peopling and subsequent cultural development in North America using both a developmental and cultural area approach. Prehistoric societies will be studied within evolutionary and ecological frameworks. Theoretical and methodological positions and innovations will be considered, including the use of ethnographic data for archaeological interpretations.

Prerequisite: Course 102 or 104, or permission of the instructor. Enrollment limited to 30 students. *A.P. Graesch*

ANTHROPOLOGY 213 NATIVE AMERICAN RELIGIONS This is the same course as American Studies/Religious Studies 213. Refer to the Religious Studies listing for a course description.

ANTHROPOLOGY 224 ETHNOLOGY OF PERUVIAN PEOPLE The goal of this course is to explore the ethnological literature about the richness of Peruvian cultures, mainly indigenous peoples living in the Cusco region. The objective is to provide students with an overview and understanding of this region. Special focus on the Kechua, and Mastsiguenka. This course is taught in the SATA Peru program only.

Prerequisite: Course 104, Hispanic Studies 251, or History 114. Enrollment limited to 12 students. *M. Lizarralde*

ANTHROPOLOGY 229 ETHNOMUSICOLOGY: THE SOCIAL SCIENCE OF MUSIC This is the same course as Music 229. Refer to the Music listing for a course description.

ANTHROPOLOGY 231 ASIAN AMERICANS AND RACIALIZATION IN THE UNITED STATES This is the same course as American Studies/Comparative Race and Ethnicity 231. Refer to the Comparative Race and Ethnicity listing for a course description.

ANTHROPOLOGY 233 INTRODUCTION TO ASIAN AMERICAN CULTURES This is the same course as American Studies/Comparative Race and Ethnicity 233. Refer to the Comparative Race and Ethnicity listing for a course description.

ANTHROPOLOGY 234 ANTHROPOLOGY OF SOUTH AMERICA Description and analysis of the major culture areas, with emphasis on ecology, economy, social and religious organization; influence of Andean and Iberian civilizations on aboriginal life; and current trends in cultural development.

Prerequisite: Course 102 or 104, or permission of the instructor. Enrollment limited to 30 students. *M. Lizarralde*

ANTHROPOLOGY 235 "CHUTNEY-POPCORN": BOLLYWOOD, GLOBALIZATION, AND IDENTITY This is the same course as Gender and Women's Studies 235. Refer to the Gender and Women's Studies listing for a course description.

ANTHROPOLOGY 238 RACE AND IMMIGRATION This is the same course as American Studies/Comparative Race and Ethnicity 238. Refer to the Comparative Race and Ethnicity listing for a course description.

ANTHROPOLOGY 245 ANTHROPOLOGY OF SUB-SAHARAN AFRICA An examination of Africa from several perspectives including geography, history, and anthropological studies of indigenous cultures.

Prerequisite: Course 102 or 104, or permission of the instructor. Enrollment limited to 30 students. *J. Burton*

ANTHROPOLOGY 250 ANTHROPOLOGY OF NORTH AMERICA Native American societies from culture area and topical perspectives. Historical issues and current debates will be considered.

Prerequisite: One course in Anthropology or permission of the instructor. Enrollment limited to 30 students. *Staff*

ANTHROPOLOGY 260 ANTHROPOLOGY OF THE CARIBBEAN An introduction to Caribbean anthropology, to the societies and cultures of the English-, Dutch-, French- and Spanish-speaking Caribbean, and to the main theories that account for the production and reproduction of localized and globalized cultural practices in the Caribbean from the colonial era to the present.

Prerequisite: Course 102 and 104, or permission of instructor. Enrollment limited to 30 students. *C. Benoît*

ANTHROPOLOGY 275 ANTHROPOLOGY OF NATIVE NEW ENGLAND Consideration of the indigenous Native American peoples of New England using a number of strategies, including ethnology, archaeology, biological anthropology, linguistics, and ethnohistory.

Prerequisite: Courses 102 and 104, or permission of the instructor. Enrollment limited to 30 students. *Staff*

ANTHROPOLOGY 280 ANTHROPOLOGY OF EUROPE An ethnographic examination of contemporary Europe. Topics include food and agriculture; gender relations, marriage, family, and the household; religion and ritual; migration, ethnicity, and race; work and class relations; politics and ideology; war, conflict, and reconciliation; and socialism and post-socialism.

Prerequisite: Course 102 or 104, or permission of the instructor. Enrollment limited to 30 students. *J. Cole*

ANTHROPOLOGY 290 UNDERSTANDING THE CONTEMPORARY MIDDLE EAST An introduction to the geography, history, politics, economy, religion, and social identities of the contemporary Middle East. Ethnographic cases provide perspectives on key issues relating to rapid social and cultural change.

Prerequisite: Course 102 or 104. Enrollment limited to 30 students. *Staff*

ANTHROPOLOGY 305 ETHNOGRAPHY THROUGH FILM A study of the ways in which film is of value to anthropology as a means of documenting ethnographic analysis, as a means of presenting one culture to another and as a tool for research in social behavior. A representative selection of ethnographic films will be screened as an integral part of the course.

Prerequisite: Course 102 or 104, and at least one anthropology course at the 200 level; or permission of the instructor. Enrollment limited to 30 students. *J. Burton*

ANTHROPOLOGY 307 ENVIRONMENTAL ANTHROPOLOGY An examination of the relationship between human beings and the environment, with emphasis on the variations between different time periods and ecoregions. Specific focus on how adaptations relating to subsistence patterns and diversity of diet can lead to the current crises of biodiversity, global warming, and environmental sustainability. This is the same course as Environmental Studies 307.

Prerequisite: One of the following: Course 104, Environmental Studies 110, or 111. Enrollment limited to 30 students. *M. Lizarralde*

ANTHROPOLOGY 308 METHODS AND THEORIES OF ETHNOBOTANY This is the same course as Botany/Environmental Studies 308. Refer to the Botany listing for a course description.

ANTHROPOLOGY 311 ETHNOBOTANY OF SOUTHERN NEW ENGLAND An introduction to Native American plant uses in southern New England. Field work in the Arboretum and elsewhere will introduce students to ethnobotanical field methods in addition to historical and other ethnographical materials. Class projects will require collection, analysis and presentation of field and other data. This is the same course as Botany 311 and Environmental Studies 311.

Three hours of integrated lecture, discussion, field, and laboratory work. *Prerequisite:* Botany 225 or Course 381, or permission of the instructor. Enrollment limited to 12 students. *M. Lizarralde*

ANTHROPOLOGY 313 ETHNOECOLOGY OF PERU This is the same course as Botany/Environmental Studies 213. Refer to the Botany listing for a course description.

ANTHROPOLOGY 314 LANGUAGE AND SYMBOLISM The consequences of linguistic competence for social and individual experience and the relationship between natural languages and systems of symbolic classification.

Prerequisite: Courses 102 and 104, and at least one anthropology course at the 200 level; or permission of the instructor. Enrollment limited to 30 students. *J. Burton*

ANTHROPOLOGY 315 ANTHROPOLOGY OF RELIGION Anthropological interpretation of the role of religion in social and individual experiences. Ethnographic readings focusing on non-western cosmologies and world views are considered.

Prerequisite: Courses 102 and 104, and at least one anthropology course at the 200 level; or permission of the instructor. Enrollment limited to 30 students. *J. Burton*

ANTHROPOLOGY 319 MEDICAL ANTHROPOLOGY Conceptions of well-being, disease, and healing in a social and historical context. Examination of cross-cultural ethnographic research, including research on Western biomedicine. Representations and experiences of illness and sickness will also be understood in the context of access to health care, politics, and globalization.

Prerequisite: Course 104 and one course at the 200 level in Anthropology, Human Development, Psychology, or Sociology. Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *C. Benoît*

ANTHROPOLOGY 320 ANTHROPOLOGY OF SEX AND GENDER Theories of human sexuality as well as gender stereotypes have undergone dramatic transformation in recent decades. This course surveys concepts of sexuality and gender through the comparative study of Melanesian, Asian, African, Native American and Western definitions and usages.

Prerequisite: Course 102 or 104. *Staff*

ANTHROPOLOGY 325 ETHNOHISTORY OF MINORITY COMMUNITIES IN SOUTHERN NEW ENGLAND This course will examine the history and culture of people of color in this region. A multidimensional approach incorporates archaeological research, interpreting documentary sources, oral histories, maps, and photographs. Themes will address dispossession, adaptation, ethnogenesis, changing gender roles, and labor on land and at sea. This is the same course as American Studies 325/History 326.

Prerequisite: Course 104 and one of the following: History 105, 201, or 203. Enrollment limited to 30 students. *Staff*

ANTHROPOLOGY 340 TOPICS IN HUMAN EVOLUTION A study of the evolution of the human species from an anthropological perspective. The human evolutionary record from its primate beginnings to the emergence of *Homo sapiens*. The development of human anatomy, bipedalism, culture, sexuality, and language.

Prerequisite: Courses 102, 104, and one course in anthropology at the 200 level; or permission of the instructor. Enrollment limited to 30 students. *J. Burton*

ANTHROPOLGY 346 HISTORICAL ANTHROPOLOGY OF SOUTH ASIA This is the same course as International Studies 346. Refer to the International Studies listing for a course description.

ANTHROPOLOGY 350 WORLDS OF FOOD An examination of food from a holistic and comparative perspective. Topics include the symbolism of food; culinary prohibitions and preferences; commensality; gender relations; drink and drinking places; food production, exchange, and consumption; food and status, class, and identity; and the politics and practices of fast, slow, and health food.

Prerequisite: Course 102 or 104. Enrollment limited to 30 students. *J. Cole*

ANTHROPOLOGY 355 CHILDBEARING AND CHILD REARING AROUND THE WORLD This course investigates the human reproductive cycle from cross-cultural, political-economic, and historical perspectives. Topics include fertility, conception, pregnancy, childbirth, parenting, and menopause. Through ethnographies, the course explores the cultural construction of the body and the way people's embodied experiences help produce, reproduce, and challenge cultural norms and meanings.

Prerequisite: Course 102 or 104, and at least one anthropology course at the 200 level. Enrollment limited to 30 students. *Staff*

ANTHROPOLOGY 356 IMAGINING OTHERNESS IN VISUAL CULTURE This is the same course as Art History 356. Refer to the Art History listing for a course description.

ANTHROPOLOGY 360 PEOPLE ON THE MOVE: MIGRANTS, REFUGEES, AND TOURISTS IN ANTHROPOLOGICAL PERSPECTIVE An examination of population movement in the contemporary world. Topics include migration policy and practice; labor migrants, refugees, professionals, and entrepreneurs; tourism and international retirement; family life and gender; the second generation; race and ethnicity; political mobilization, rejection, and integration; and human trafficking.

Prerequisite: Course 102 or 104. Enrollment limited to 30 students. *J. Cole*

ANTHROPOLOGY 363 ANTHROPOLOGY OF HUMAN RIGHTS This course provides an introduction to the basic principles of human rights and their application to situations of conflict in contemporary societies. It examines the interconnections between human rights abuses, inequalities of power, and cultural difference. The role of anthropologists in the understanding and resolution of violent conflicts will be considered.

Prerequisite: Course 104. Enrollment limited to 30 students. *Staff*

ANTHROPOLOGY 370 THE ANTHROPOLOGY OF SPACE AND PLACE: (DE) LOCATING CULTURE AND ANTHROPOLOGY This course examines the importance of place in anthropological thinking and people's experience of space. It will first discuss the development of anthropology as a discipline that identifies a people and a place to a culture. It will then analyze issues of identity and politics in relation to space by focusing on the embodiment of space, transnational space and globalization, space and domination.

Prerequisite: Course 104 or two anthropology courses at the 200 level; or permission of the instructor. Enrollment limited to 20 students. *C. Benoît*

ANTHROPOLOGY 380 APPLIED ANTHROPOLOGY An introduction to applied anthropology. Includes a survey of the history of the field, and an examination of the domains in which applied anthropologists intervene, with an emphasis on the rules of ethics that applied anthropologists have to follow. Research projects will include work with the Haitian community in Norwich, CT. Course 380 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in French or Creole. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: Course 104 and one 200-level course in anthropology, human development, psychology, or sociology. Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *C. Benoît*

ANTHROPOLOGY 380f APPLIED ANTHROPOLOGY (In French or Creole) This optional section of Anthropology 380 will meet for an additional hour each week to discuss supplemental readings in French or Creole. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Anthropology 380f must concurrently enroll in Anthropology 380. *C. Benoît*

ANTHROPOLOGY 381 METHODS IN SOCIAL AND CULTURAL ANTHROPOLOGY Project-oriented class involving selection and focusing of a research topic and the collection, analysis, and presentation of data. Class discussions include formulation of research problems, development of interview questions, techniques for observing behavior and conducting interviews; gender and ethical considerations in research; and some problems of quantitative data.

Prerequisite: Courses 102 and 104 and one area course; or permission of the instructor. Enrollment limited to 15 students. *Staff*

ANTHROPOLOGY 382 URBAN ETHNOARCHAEOLOGY: AN ANTHROPOLOGICAL EXPLORATION OF OBJECTS AND CULTURE IN URBAN AMERICA Urban Ethnoarchaeology highlights an archaeology of "us," focusing on the relationship of objects to everyday decisions and interactions. Blending ethnographic and archaeological methods, this project-oriented course explores the social, economic, political, ideological, and pathological behavior that accounts for the material landscape that is urban America. This is the same course as American Studies 382.

Prerequisite: Courses 102 and 104, or permission of the instructor. Enrollment limited to 15 students. *A.P. Graesch*

ANTHROPOLOGY 383 METHODS IN ARCHAEOLOGY An examination of the methods employed in modern archaeological research, including qualitative and quantitative analysis; consideration of techniques of recovery, description and analysis of archaeological materials.

Prerequisite: Course 102 or 104, and at least one anthropology course at the 200 level; or permission of the instructor. Enrollment limited to 15 students. *A.P. Graesch*

ANTHROPOLOGY 390 ARCHAEOLOGY OF RECENT AND CONTEMPORARY SOCIETIES A consideration of the following archaeological topics: artifactual, oral historical, and documentary sources; how archaeological theory and method illuminate the relationship of material culture to race, gender, class, and ethnic identity; and how archaeology provides a voice for those not represented in the historical documentary record. Students conduct field and lab research.

Prerequisite: Course 102 and one other course in anthropology, or permission of the instructor. Enrollment limited to 20 students. *A.P. Graesch*

ANTHROPOLOGY 402 NATURE, CULTURE, AND POWER IN THE AFRICAN DIASPORA Born out of the extermination of Amerindian people, slavery and colonialism, the societies of the Black Atlantic have developed original Creole cultures. This course will examine the development of Creole identities as linked to the environment and the transformation of nature into culture. Examples will be drawn from the Caribbean and the United States.

Open to juniors and seniors who have taken Course 104, and to others with permission of the instructor. Enrollment limited to 16 students. *C. Benoît*

ANTHROPOLOGY 403 AUTHENTICITY IN ART AND CULTURE This is the same course as Art History 493K, 494K. Refer to the Art History listing for a course description.

ANTHROPOLOGY 404 COMPARATIVE RACIAL FORMATIONS: ASIAN AMERICANS, AFRICAN AMERICANS, AND LATINOS This is the same course as American Studies/Comparative Race and Ethnicity 404. Refer to the Comparative Race and Ethnicity listing for a course description.

ANTHROPOLOGY 406 ARCHAEOLOGY AND SOCIETY Applied topics in world archaeology, such as historical archaeology, cultural resource management, the antiquities market, archaeology and museums, and historic preservation. The course will include an internship in a state agency, museum, historical society, contract archaeology firm, preservation organization or other appropriate placement.

Prerequisite: Courses 102 and 104, and two other courses in anthropology; or permission of the instructor. Enrollment limited to 10 students. *A.P. Graesch*

ANTHROPOLOGY 430 READING ETHNOGRAPHY Instruction in how to read ethnographies from a critically informed perspective, to understand them both as attempts at objective description and as works that reflect the interests and theoretical focus of their authors.

Prerequisite: Course 104 or permission of the instructor. Enrollment limited to 16 students. *J. Burton*

ANTHROPOLOGY 448 CULTURE AND THE HUMAN BODY A cross-cultural perspective of how the human body serves as a medium and metaphor of ethnic identity, social status, power, and gender.

Prerequisite: One anthropology course or permission of instructor; open to juniors and seniors. Enrollment limited to 16 students. This is a designated Writing course. *J. Burton*

ANTHROPOLOGY 291, 292 INDIVIDUAL STUDY

ANTHROPOLOGY 391, 392 INDIVIDUAL STUDY

ANTHROPOLOGY 491, 492 INDIVIDUAL STUDY

ANTHROPOLOGY 497–498 HONORS STUDY

Art

Professor: McDowell; Associate Professors: Bailey, Hendrickson, Marks, Pelletier; Visiting Assistant Professors: Guarino, Masters; Professor Wollensak, *chair*

The department of art offers a wide variety of studio disciplines designed to provide instruction in a liberal arts context. These courses promote and provide methods for students to communicate ideas in visual form. The department provides students with a broad knowledge of theory and technique, allowing for creative and intellectual development in exciting and diverse media incorporating traditional tools and methods and computer applications and new technologies.

The Major in Art

The major consists of a minimum of thirteen courses, ten in art and three in art history. The ten art courses must be chosen to satisfy the following requirements:

1. One art course at the 100 level.
2. Course 205, as well as one additional drawing course (220, 221, or 315).
3. One course in three-dimensional work, as designated by the department.
4. Course 349, which students are advised to take during the fall semester of the junior year.
5. Two semesters of the senior studio (Courses 449 and 450).
6. Three courses in one particular discipline (ceramics, design, drawing, mixed media, painting, photography, printmaking, or sculpture), which constitute a concentration in the major.

The following art history courses are recommended: Art History 231, 232; any anthropology course cross-listed with art history; any museum studies course; and any non-studio architectural studies course. Students may, with permission of the Art Department, replace one of the three required art history courses with an appropriate substitute taught by another department.

Students wishing to major in art should submit a portfolio for departmental review while enrolled in their fifth or sixth art course. Prospective art majors should satisfy the following interim requirements: two courses by the end of the freshman year; five by the end of the sophomore year; and nine by the end of the junior year. Students may take art courses at any level, subject to completion of prerequisites and availability of space.

Senior art majors are required to present a Thesis Exhibition of their work in their area(s) of concentration. Photographic or video documentation of the Senior Thesis Exhibition must be provided by the student for the departmental collection.

Some courses in studio art and in art history are not offered every semester. Students should plan ahead with their major adviser to assure availability of required courses. Students wishing to study abroad are strongly encouraged to do so during the spring semester of their junior year.

Advisers: G. Bailey, T. Hendrickson, P. Marks, T. McDowell, D. Pelletier, A. Wollensak

The Minor in Art

The minor consists of a minimum of seven courses, six in studio art and must include at least one 100-level course, one drawing course, two additional courses at Level Two, and one 300-level course. Students must have a minimum of two courses in any one discipline (ceramics, design, drawing, mixed media, painting, photography, printmaking, and sculpture). A declaration of an art minor and a selection of an art department adviser must be determined prior to the fall semester of the senior year. Art History 122 or a similar art history course chosen with the approval of the Art Department is required. In addition, minors must participate in the annual Art Department Student Exhibition in their senior year. Approval of all works for this exhibition must be secured from the minor adviser. In addition, senior minors are strongly advised to attend all departmental lectures and events associated with the Senior Seminar.

Learning Goals in the Art Major

Studio Art Department Program Objectives

The Studio Art program offers a wide variety of studio disciplines designed to provide instruction in a liberal arts context. These courses promote and provide methods for students to communicate ideas in visual form. The department provides students with a broad knowledge of theory and technique, allowing for creative and intellectual development in exciting and diverse media incorporating traditional tools and methods as well as state of the art software and technology. A Studio Art major can lead to an embrace of visual culture as part of a meaningful life and a professional career in the field of visual arts.

Studio Art Program Learning Outcomes

Students are expected to engage fully within the Studio Art Program and the opportunities presented for learning. Having completed a B.A. in Studio Art, graduates of this program will:

Visual Literacy and Communication. Develop a high level of visual literacy allowing students to situate contemporary visual practices in a proper historical context and grounded in a foundation of visual expression.

Creative Thinking. Creatively solve problems through the successful integration of knowledge and experience towards the creation of an original body of work.

Technical Skills and Professional Development. Acquire the knowledge of technical skills and basic processes in a variety of media including two-dimensions, three-dimensions and time-based works. Use professional standards to develop and present works of art and understand the discipline, rigor, initiative and passion required to sustain studio practice.

Critical Skills. Be able to analyze visual art, verbally and in writing, both past and present, in terms of formal and technical qualities as well as their relevance to society through informed discourse.

The Curriculum

The Studio Art department at Connecticut College provides a framework for the study of visual expression. This is done through the creation and analysis of images and objects. Our program is based in studio practice fostering student and teacher interaction in creative and reflective processes. Within the various media offered for study, both majors and non-majors

learn the process of art making, from conceptual and perceptual skills to the techniques of production and evaluative critique. It is the belief of the faculty that this engagement is of vital importance to all students. In our increasingly visual culture, visual literacy has become a necessity. In addition, the challenges of learning to master difficult techniques, participation in the process of critique, the development of creative problem solving skills, and objective self-assessment are of broad value to all liberal arts students.

Courses

Studio Practice: In addition to regularly scheduled classes, it is expected that art students spend significant time doing studio work on assignments and in perfecting their ideas and craft. Your teacher will indicate expectations at the start of the semester. Cummings Art Center is widely available for this extra work anytime classes are not in session during the week, evenings, and on weekends. Students are expected to follow proper studio etiquette and respect facilities and equipment. The interaction of students outside of class, sharing ideas, and solutions to problems is valuable and encouraged by the department. Senior majors are provided a workspace for the development of their thesis exhibition. The department schedules special events such as visiting artists, films, and critiques on Wednesdays and all students are advised to make special note of these activities.

Level One: Foundations

Introductory courses offer the beginning student experience in a variety of media and subject matter. The sequence of foundation courses is designed to develop fundamental studio skills and an understanding of visual thought process. Course content will include demonstrations and critique sessions and equally important, the manipulation of a variety of materials. Course content and approach will differ from section to section or class to class, but in each the common goal is to introduce students to the ideas, techniques, and vocabularies of producing visual art.

ART 101 CONCEPTS IN TWO DIMENSIONS The development of visual thinking through a series of exercises and projects, which includes the picture plane, spatial relationships, line, value, volume, composition, and color.

Open to freshmen and sophomores, and to others with permission of the department. Enrollment limited to 20 students. This course satisfies General Education Area 5. *Staff*

ART 102 CONCEPTS IN THREE DIMENSIONS The basic principles of visual art in theory and practice. Introductory work in drawing with an emphasis on three-dimensional design and construction.

Open to freshmen and sophomores, and to others with permission of the department. Enrollment limited to 18 students. This course satisfies General Education Area 5. *G. Bailey, D. Pelletier*

ART 103 CONCEPTS IN DIGITAL PROCESS Basic elements of visual language incorporating electronic media; investigations will be in both two- and three-dimensional form.

Open to freshmen and sophomores, and to others with permission of the department. Enroll-ment limited to 12 students. This course satisfies General Education Area 5. *A. Wollensak*

Level Two: Practice and Application

Level two courses offer students exposure to a range of techniques and an opportunity to build skills in specific media areas. Students begin a development of personal approaches to subject matter, visual literacy, historical perspectives, critical thinking, and problem solving.

ART 200 PHOTOGRAPHY I An introduction to the art of photography through traditional film and darkroom methods. Emphasis is placed on controlling the technical aspects of the medium as a function of individual expression and exploring different modes of subject/photographer interactions.

Prerequisite: Any 100-level art course or permission of the instructor. Enrollment limited to 18 students who must provide film camera and supplies. Offered both semesters. This course satisfies General Education Area 5. *T. Hendrickson*

ART 201 PHOTOGRAPHY II Intermediate and advanced black and white techniques will be explored along with color image making through digital media. Students will engage in the production of a thematically cohesive portfolio.

Prerequisite: Course 200. Enrollment limited to 18 students. Offered alternating semesters. *T. Hendrickson*

ART 202 PRINT WORKSHOP: INTAGLIO PROCESSES Basic instruction in solar plate etching, engraving, and collagraph methods, including various monoprint techniques.

Six hours beyond course work required per week. *Prerequisite*: Courses 101 and 205. Enrollment limited to 12 students. *T. McDowell*

ART 204 PRINT WORKSHOP: RELIEF PROCESSES Basic instruction in lithography, woodblock, and relief printing techniques.

Six hours beyond course work required per week. *Prerequisite:* Courses 101 and 205. Enrollment limited to 12 students. *T. McDowell*

ART 205 DRAWING FUNDAMENTALS Through various drawing mediums, this course addresses principles of design and composition, and builds skills in perception, visual thinking, problem solving, and creativity. Drawing from observation, conceptual research, and manipulation of visual elements are integrated into this course. This course is suitable for students with some experience and is a required course of the art major.

Prerequisite: Any 100-level art course or permission of the instructor. Enrollment limited to 18 students. *T. McDowell, P. Marks*

ART 206 3-D FUNDAMENTALS: REDUCTIVE/CONSTRUCTIVE TECHNIQUES This course introduces the student to basic materials and techniques including found object. As an extension to 102 this course focuses more attention on skills and conceptual development while introducing the student to sculpture as an art practice.

Prerequisite: Any 100-level art course or permission of the instructor. Enrollment limited to 14 students. Offered alternating semesters. *G. Bailey*

ART 207 DESIGN STUDIES I Basic instruction in principles and language of 2-dimensional design. Emphasis on analysis, organization, and invention of form for the purpose of communicating information and concepts. MacIntosh computer applications and other means of graphic representation are explored.

Prerequisite: Any 100-level art course (103 preferred) or permission of the instructor. Enrollment limited to 18 students. Offered alternating semesters. *A. Wollensak*

ART 208 DESIGN STUDIES II Basic instruction in principles and languages of 3-dimensional design including objects for use, book arts and environmental design. Emphasis on analysis, organization and invention of form for the purpose of communication information and concepts. Macintosh computer applications and other means of graphic representation are explored.

Prerequisite: Any 100-level art course (103 preferred) or permission of the instructor. Enrollment limited to 18 students. Offered alternating semesters. *A. Wollensak*

ART 210 COLOR STUDIES: THEORY AND APPLICATIONS Color and design studies through the investigation of color properties, systems, harmonies, interactions, relativity, and spatial manipulation. Good craftsmanship and expressive use of color are emphasized. Course work includes color exercises in cut paper, computer, paint and wood.

Prerequisite: Any 100-level art course or permission of the instructor. Enrollment limited to 18 students. Offered alternating semesters. *P. Marks*

ART 211 PAINTING: SPATIAL INVESTIGATIONS Basic instruction in painting methods and materials. Emphasis on composition, color, personal expression, and manipulation of pictorial space.

Prerequisite: Course 205. Course 210 is recommended. Enrollment limited to 18 students. Offered alternating semesters. *P. Marks*

ART 212 PAINTING: TOWARDS REALISM Traditional and contemporary approaches to the figure, still life and landscape in drawing and painting. Emphasis will be placed on the development of necessary skills, and on the understanding of the subject as a personal art form.

Six hours studio work. *Prerequisite*: Course 205 or permission of the instructor. Enrollment limited to 18 students. Offered alternating semesters. *Staff*

ART 217 CERAMIC SCULPTURE: VESSEL CONSTRUCTIONS This course will examine the vessel form as a historical and contemporary idea. Students will be introduced to a variety of building methods, including the potter's wheel, while learning skills associated with preparing, glazing, and firing clay.

Prerequisite: Any 100-level art course. Enrollment limited to 10 students. Offered alternating semesters. *D. Pelletier*

ART 218 CERAMIC SCULPTURE: OBJECT AS IDEA This course introduces students to thinking and working three dimensionally with clay. A variety of hand forming, glazing and firing techniques will be explored. Emphasis will be given to experimentation with ceramic material and process and concept development within given thematic structures.

Prerequisite: Any 100-level art course. Enrollment limited to 10 students. Offered alternating semesters. *D. Pelletier*

ART 219 CERAMIC SCULPTURE: MOLDMAKING AND CASTING Making molds from found objects or fabricated models, or replicating an original by casting is a process that offers unique formal and conceptual opportunities for sculpture and vessels. Students will be encouraged to develop personal subject matter while learning technical skills using plaster molds, clay, and porcelain slip. Introduction to digital decal imagery.

Prerequisite: Any 100-level art course. Enrollment limited to 8 students. *D. Pelletier*

ART 220 DRAWING: METHODS Through a series of exercises and projects that use traditional drawing techniques, the student will learn the various methods artists use in developing and translating visual ideas into works of art. These methodologies will provide the structure for the student to develop drawings based on their own concepts.

Prerequisite: Courses 101 and 205. Enrollment limited to 18 students. *Staff*

ART 221 PRINTMAKING: EXPLORATION OF IMAGERY THROUGH PROCESS The drawing process and imagery development through alternative, non-traditional materials (photocopy, alternate supports, transfers, stamping, etc.) used in conjunction with the traditional principles and methods of drawing. Regular exposure to artists' processes and imagery since 1945. This course fulfills the drawing requirement.

Prerequisite: Courses 101 and 205. Enrollment limited to 20 students. *T. McDowell*

ART 222 SPECIAL TOPICS This course provides an opportunity for students to create individual or collaborative studio projects in response to a central topic, process or theme. Course content changes yearly, and may include field/site work, interdisciplinary, cross media, or community-based work. May be repeated for credit.

Prerequisite: Any 100-level art course or permission of the instructor. Enrollment limited to 12 students. *Staff*

ART 223 SHODO: THE ART OF JAPANESE BRUSHWORK This is the same course as East Asian Studies 223. Refer to the East Asian Studies listing for a course description.

ART 225 SCULPTURE WORKSHOP: MOLD MAKING AND CASTING This course introduces students to basic mold making and replicating originals by casting using a variety of materials. This process offers unique formal and conceptual opportunities for sculpture. Possibilities for exploration include plaster, rubber, and ceramic shell molds, for a wide range of castables including metal.

Prerequisite: Any 100-level art course. Enrollment limited to 8 students. Offered alternating semesters. *G. Bailey*

ART 226 SCULPTURE WORKSHOP: CONSTRUCTION AND INSTALLATION Contemporary sculpture techniques such as welding, casting, assemblage, and kinetics, with an emphasis on the relation of material and process to concept.

Prerequisite: Any 100-level art course. Enrollment limited to 8 students. Offered alternating semesters. *G. Bailey*

ART 229 EXPLORATIONS IN MIXED MEDIA This course focuses on combining a variety of media, while developing a creative and personal approach to the visual form. The course will introduce students to a variety of tools and techniques, digital technologies, and found materials. We will examine historical and contemporary examples.

Prerequisite: Course 102 or any three-dimensional course. Recommended: Course 210. Enrollment limited to 18 students. Offered alternating semesters. *Staff*

ART 230 THE PERFORMANCE PROJECT This is the same course as Theater 230. Refer to the Theater listing for a course description.

ART 234 SCULPTURE WORKSHOP: BEYOND THE OBJECT This course introduces the student to concepts outside the traditional realm of three-dimensional form. Students will have a wide range of freedom to choose their media within a given problem, methodology, or thematic construct. Problem/process solving is encouraged as well as development of personal subject matter.

Prerequisite: Any 100-level art course or permission of the instructor. Enrollment limited to 8 students. Offered alternating semesters. *G. Bailey*

ART 241 ARCHITECTURAL DESIGN I This is the same course as Architectural Studies 241. Refer to the Architectural Studies listing for a course description.

ART 250 DIMENSIONAL COLOR An intermediate course that explores the temporal and spatial dimensions of color in architecture, visual art, and digital technologies. We will examine perception with light and pigment and the use of color in 3D space and 3D virtual environments. This is the same course as Computer Science 250.

Prerequisite: One 100-level course in studio Art or Computer Science. Enrollment limited to 15 students. *P. Marks and B. Baird*

ART 261 LANDSCAPE ARCHITECTURE DESIGN STUDIO This is the same course as Architectural Studies 261. Refer to the Architectural Studies listing for a course description.

Level Three: Concept and Media Development

Level three courses offer students further study or individual projects in specific or cross media. Studio work is subject-based with a focus on content development and personal direction. Students continue study in visual literacy, historical and contemporary perspectives, critical thinking, and problem solving.

ART 310 DESIGN STUDIES III In-depth exploration of methods and processes of visual information design. Student exercises define communication problems, evaluate analytical and intuitive approaches to problem solving. Macintosh computer tools used with emphasis on appropriateness of form to context.

Prerequisite: Course 207 or 208. Enrollment limited to 18 students. Offered alternating semesters. *A. Wollensak*

ART 315 DRAWING III An in-depth exploration of non-representational and representational drawing. Projects encourage individual exploration of form, structure, and space with emphasis on the growth of personal vision and skill.

Prerequisite: Course 205, 220, or 221, or permission of the instructor. Enrollment limited to 18 students. Offered alternating semesters. *Staff*

ART 321 HISTORY, PLACE, MEANING IN SITE/ART INTERVENTIONS An interdisciplinary course introducing students to the process of creating site-specific works of art based on primary research relating to the history of a place. The course will focus on sites in New London and southeastern Connecticut. This is the same course as Architectural Studies 321.

Prerequisite: Two Art courses (at least one at the 200 level) and one Art History course. Enrollment limited to 15 students. This is a designated Writing course. *A. Wollensak and A. Van Slyck*

ART 335 INDIVIDUAL STUDIO INSTRUCTION I Continuing studio instruction beyond Level Two courses in any of the following disciplines: (A) painting; (B) drawing; (C) design; (D) ceramics; (E) printmaking; (G) sculpture; (H) photography; (J) gallery studies; (L) mixed media.

Prerequisite: One course at Level Two in the corresponding subject area. Offered both semesters. *Staff*

ART 336 INDIVIDUAL STUDIO INSTRUCTION II Advanced studio instruction for students who have completed Course 335 in a specific area. Offered in the following areas: (A) painting; (B) drawing; (C) design; (D) ceramics; (E) printmaking; (G) sculpture; (H) photography; (J) gallery studies; (L) mixed media.

Prerequisite: Course 335 in the corresponding subject area. Offered both semesters. *Staff*

ART 342 ARCHITECTURAL DESIGN II: SELECTED TOPICS This is the same course as Architectural Studies 342. Refer to the Architectural Studies listing for a course description.

ART 345 CONSTRUCTING IDEAS/BODY AS MEDIUM This is the same course as Dance 345. Refer to the Dance listing for a course description.

ART 349 SEMINAR FOR ART MAJORS Discussions on topics relating to contemporary art and criticism, reviews of studio activity, visiting artists, and departmental critiques.

Open to junior and senior art majors. Students are advised to take this course during the fall semester of the junior year. *Staff*

Level Four: Concept Realization and Communications

Level four courses offer students advanced individual or interdisciplinary study with a focus on concept realization, self-reflective evaluation, critical thinking, and research. Students pursue self-generated creative work with emphasis on content development and an awareness of the universality of art.

ART 449, 450 SENIOR STUDIO Advanced studio instruction under the supervision of a specific instructor in the following areas: (A) painting; (B) drawing; (C) design; (D) ceramics; (E) printmaking; (G) sculpture; (H) photography; (L) mixed media.

Prerequisite: One course at Level Three. Open to senior art majors. *Staff*

ART 460 PERFORMANCE ART IN PRACTICE This is a studio course based in the genre of Performance Art. Students will explore the use of their bodies and sculptural elements to express content and personal artistic vision. The course culminates in a public performance. This is the same course as Dance 460.

Open to juniors and seniors, and to others with permission of the instructors. Enrollment limited to 15 students. *G. Bailey and H. Henderson*

ART 491, 492 INDIVIDUAL STUDY

ART 497–498 HONORS STUDY

At Scuola Internazionale di Grafica, Venice, Italy

The Department of Art offers the following extended curriculum through our study abroad program and in association with the Scuola Internazionale di Grafica in Venice, Italy. The program accepts applicants from within the department during their junior year. Two semesters of Italian Language are recommended prior to attending the program.

ART 280 at ISGV ART HISTORY: SURVEY OF VENICE AND THE VENETO, 15TH–18TH CENTURY This course is a survey of art and architecture of Venice and the Veneto within a cultural context beginning with the fifth-century Byzantine foundations through the early eighteenth century. Comparisons with Venetian art and aesthetics will be made against contemporary works from Central Italy, primarily Rome and Florence. Topics will be covered through on sight lectures, field trips and access to collections.

ART 281 at ISGV DIGITAL PHOTOGRAPHY The course introduces the technical aspects of the camera, film and photosensitive materials. Students will learn basic techniques and elements of digital photography. At the end of the course students are required to exhibit their work at the Scuola's gallery. A 35 mm camera is required.

ART 282 at ISGV RELIEF INTAGLIO This course will cover traditional wood block techniques as well as linoleum, collographic and metal etched plate making techniques. The course will allow ample space to research personal solutions appropriate to individual participants and to experiment within the aims of the course schedule.

ART 283 at ISGV LITHOGRAPHY This course is envisioned as a special workshop, where the participants can gradually acquaint themselves with the various materials and techniques of lithography. Within the course individuals will receive, through slides and actual prints, a history of the artist's use of lithography as well as introduction to historic medium and technique. A full range of drawing medium from crayon to brush will be explored and applied to stone lithography.

ART 284 at ISGV TRADITIONAL INTAGLIO PRINTMAKING This course will explore the basic techniques of traditional intaglio printmaking. Historically, these techniques include: monotype, drypoint, engraving, and etching. Each of these processes will be studied in sequence. Contemporary variations of these historic techniques will also be explored by incorporating various modern tools and mediums, such as those involved in the collograph.

ART 285 at ISGV WATERCOLOR All characteristics of watercolor medium will be explored. Each student will pursue their individual ability using the medium and explore the techniques as applied to their imagery in depth. Regular critiques will be devoted to analyses of work. This course is open to all levels of participant.

ART 288 at ISGV VENICE AND THE BOOK Students will be introduced to book production before and after the invention of movable type. Readings, lectures and visits to libraries and private collections in Venice will supplement studio work time. Students will consider the book critically and aesthetically as an entire multi-faceted object. Practical demonstrations will take place regarding materials, binding, writing, printing and layout techniques essential for production of the artist book.

ART 289 at ISGV DRAWING The course is designed to further the student's base understanding and knowledge of techniques of drawing by exploring concepts of space, portrait and story. The course begins with the review of methods of drawing through exercises including en plein air, the human figure, calligraphy and typography.

ART 290 at ISGV INTRODUCTORY PAINTING The course aims to introduce the student to a base understanding and knowledge of the various media and techniques of painting. Projects will explore spatial perception of physical and psychological space of the city as well as color theory. Media will include water-based and oil paint and mixed-media oil painting.

ART 380 at ISGV CONTEMPORARY PRINTMAKING The course aims to introduce students to the more advanced and recent innovations in fine art printmaking as instrumental in the development of individual expression. Basic printmaking techniques will provide the departing level for each student to find a personal process of expression using the versatile, contemporary methods of photo-etching, the collograph, assemblage and multiple plate printing.

Prerequisite: Art 202 or 204.

ART 381 at ISGV ADVANCED OIL PAINTING This course will develop the student's understanding and ability to work with oil paint. Ancient, modern and contemporary practices and formulas will be taught. Hands on demonstrations will be presented in the style of the "bottega."

Prerequisite: Art 211 or 212.

ART 382 at ISGV GRAPHIC DESIGN Students will cultivate skills necessary to solve a broad range of visual problems. Course work is structured to increase confidence and capabilities in finding multiple solutions to a set of determined situations. Variations on the theme will be the central format for this advanced course.

Prerequisite: Art 207.

ART 383 at ISGV ADVANCED DRAWING AND PAINTING, THE NUDE This course will continue instruction in basic drawing and painting skills while focused on the human form in art. Study of comparative anatomy, physical structure and form of the figure will be anchored to historic examples as well.

Prerequisite: Art 211 or 212.

ART 384 at ISGV WEB DESIGN This course will introduce the concepts of communicating specifically for the networked environment and how to reach specific audiences on the net. Instruction is designed to acquaint the student with the numerous and varied elements contained on the internet with specific instruction on media writing, page design, site development and learning hypertext language.

Art History and Architectural Studies

Professors: Steiner, Van Slyck; Associate Professors: Baldwin, Ning; Assistant Professor: Rice; Visiting Instructor: Sassin; Associate Professor Alchermes, *chair*

The Major in Art History

The major consists of at least eleven courses in the history of art. Majors must take the two-semester survey, eight courses at the intermediate level (200–300), and one advanced (400) seminar. Majors who have scored 4 or 5 on the AP exam and completed a year-long survey course are exempt from the two-semester survey, but must still take eleven courses. No exemption is available for students who have completed only a one-semester survey course in high school. Among a student's intermediate and advanced courses, at least three must be on art before 1800 and at least three on art after 1800, and at least one must be on non-Western Art. Students studying abroad for a semester may count no more than two courses toward the major (and no more than three if abroad for a year).

One of the following courses may be counted toward the major as an intermediate level course: Art 101, 102, or 103.

Students majoring in art history should consider electing relevant courses in history, literature, philosophy, or religion. Majors contemplating graduate study are advised to take courses in the languages of the discipline, French and German.

Advisers: J. Alchermes, R. Baldwin, Q. Ning, C. Steiner, A. Van Slyck, B. Zabel

The Minor in Art History

The minor consists of six courses. The required courses include the two-semester survey, three intermediate level courses (200–300), and one 400-level seminar. At least one of the intermediate courses (200–300) should deal with art before 1800. Minors who have scored 4 or 5 on the AP exam and completed a year long survey course are exempt from the two-semester survey, but must still take six courses. No exemption is available for students who have completed only a one-semester survey course in high school.

Learning Goals in the Art History Major

The Art History program provides majors with critical knowledge of visual culture. The program teaches visual literacy in the history of art of global cultures from antiquity to the present; develops strong research, written, and critical thinking skills; and cultivates students' abilities to synthesize cultural, historical, political, and social information as it relates to the visual arts.

When they graduate, Art History majors will:

- Recognize the styles and periods conventionally used to categorize Western art from antiquity through the present.
- Be able to identify representative works from those styles and periods, to describe their salient formal characteristics (materials, composition, iconography), and to relate these works to their cultural and historical contexts.
- Be familiar with perspectives on visual culture outside the Western canon.
- Understand the relationship between art and social constructions, including race, class, gender, sexuality, and nationality.
- Be able to communicate effectively about art, both verbally and in writing, applying complex forms of analysis in oral presentations and essay-length papers using clear and concise prose.
- Be able to design a research project: define a question; employ appropriate technologies to locate pertinent primary and secondary sources; identify a suitable analytical method; and apply that method to write a well-argued, fully-documented interpretive paper.
- Be able to understand and engage effectively with debates in the art world.
- Be able to offer critical appraisements of art history scholarship and writings addressed to popular audiences.

Courses

ART HISTORY 121 SURVEY OF THE HISTORY OF ART, I An introduction to the history of Western art from its beginnings to the period of Gothic cathedrals. Painting, sculpture, architecture, and decorative arts in their social, cultural, and historical contexts. Emphasis on new discoveries and theories that have significantly changed our understanding of ancient and medieval art.

Enrollment limited to 40 students per section. This course satisfies General Education Area 7. *J. Alchermes*

ART HISTORY 122 SURVEY OF THE HISTORY OF ART, II Western painting, sculpture and architecture in relation to political, social, religious and intellectual change from the Renaissance through postmodernism.

Enrollment limited to 40 students per section. This course satisfies General Education Area 7. *B. Zabel, R. Baldwin*

ART HISTORY 123 ARCHITECTURE 1400-PRESENT Architecture from the Italian Renaissance in the 15th century to critiques of Modernism in the post-World War II period, considered in the context of social, cultural, economic, and political developments. Emphasis on Europe and the United States, with attention to urbanism and landscape architecture.

No prerequisite, but Course 121 is recommended. Enrollment limited to 40 students. This course satisfies General Education Area 7. *A. Van Slyck*

ART HISTORY 203 MODERN CHINESE ART This is an introduction to major events and figures in modern Chinese art and cultural history. The course will examine visual phenomena such as political posters, national art shows, "model operas," experimental films, and popular TV programs from the perspective of national identity, gender roles, visual expression, personal choice, and collective memory. This is the same course as East Asian Studies 203.

Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *Q. Ning*

ART HISTORY 204 IMPRESSIONISM A consideration of the work of Monet, Degas, Renoir, Cassatt, and other French and American painters associated with this artistic movement in the late 19th century. Particular attention to the social and cultural context that informed the Impressionists' choice of subject matter and their representational strategies.

Open to sophomores, juniors, and seniors. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *Staff*

ART HISTORY 207 COSTUME HISTORY This is the same course as Theater 207. Refer to the Theater listing for a course description.

ART HISTORY 211 AFRICAN ART Art and aesthetics of Africa and the African diaspora, with emphasis on the social function of objects in different contexts of creation, use, and display. Topics include art in the cycle of life, masquerades, status and display, gender, Islam and Christianity, the cult of Mami Wata, popular and contemporary painting, sacred arts of Haitian Vodou, and the history of collecting and exhibiting African art.

Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *C. Steiner*

ART HISTORY 216 NINETEENTH CENTURY ARCHITECTURAL AND DESIGN HISTORY A survey of major stylistic developments, new building types and technologies, as well as numerous debates on style and the changing conditions of architectural and design production during the "ong" nineteenth century (1750–1914). Emphasis is on the social context within which architecture and the decorative arts were produced, taking into account the growth of cities, as well as issues of ethnicity, class, and gender.

Prerequisite: Course 122 or 123, or permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *E. Sassin*

ART HISTORY 217 AMERICAN ARCHITECTURE Survey of American architecture from initial European contact to the present, focusing on the social, political, and historical context of buildings. Emphasis on urban and suburban planning, architectural education, technological developments, and the work of major figures including women architects.

Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *A. Van Slyck*

ART HISTORY 218 LATE MEDIEVAL AND EARLY RENAISSANCE ART IN NORTHERN EUROPE, 1400–1500 The urban visual culture in 15th-century Flanders, Germany, and France patronized by courtly, ecclesiastical, and burgher elites. Extensive coverage of late medieval court culture (war, hunting, pastoral, gardens, love, gender issues); shifts in traditional religious art, and the rise of new, more secular vocabularies such as portraiture and everyday life. Major artists include Jan van Eyck, Campin, Rogier van der Weyden, and Bosch.

No prerequisite, but Course 122 is recommended. Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *R. Baldwin*

ART HISTORY 219 LATER RENAISSANCE ART IN NORTHERN EUROPE, 1500–1600 The urban visual culture in 16th-century France, Germany, England, and Flanders patronized by courtly, ecclesiastical, and burgher elites. Shifts in traditional religious art under the impact of humanism, Reformation, and Counter-Reformation, and the rise of new,

more secular vocabularies such as landscape, portraiture, everyday life, and gender issues. Major artists include Dürer, Grünewald, Holbein, and Bruegel.

No prerequisite, but Course 122 is recommended. Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *R. Baldwin*

ART HISTORY 222 IMAGES OF STATE, FAMILY AND INDIVIDUAL IN ANCIENT ROME Public art and house design/decoration gave form to the ambitions of the Roman state and proclaimed the status of families and individuals. Developments in the painting, sculpture and architecture of Rome, of Italian towns such as Pompeii and Herculaneum, and of other cities in Rome's vast, culturally varied empire.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 121. Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *J. Alchermes*

ART HISTORY 223 RUBENS, REMBRANDT, VERMEER: ART AND SOCIETY IN THE 17TH CENTURY LOW COUNTRIES Baroque art in the Catholic, court culture of the southern Netherlands (Rubens, Jordaens, Van Dyck) and in the Protestant, republican, burgher culture of the northern Netherlands (Rembrandt, Steen, Vermeer). Topics include the Counter-Reformation and Reformation, the politics of landscape art (pastoral, farming, seascape), and the social meaning of everyday imagery (domestic scenes, gender, music, still-life).

No prerequisite, but Course 122 is recommended. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *R. Baldwin*

ART HISTORY 224 GARDEN TO WILDERNESS: NATURE IN WESTERN ART FROM THE RENAISSANCE TO MODERNITY An interdisciplinary study of Western landscape representation (painting, prints, gardens, villas) from the late middle ages to the present. The course considers shifts in the major modes of landscape: garden, pastoral, agriculture, seascape, and wilderness. Students will read primary sources and write analysis of art works for each class. This is the same course as Environmental Studies 224.

No prerequisite, but Course 122 is recommended. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *R. Baldwin*

ART HISTORY 225 INTRODUCTION TO ASIAN ART This course will take a topical approach to the arts of India, China, and Japan. Lectures typically focus on one or two monuments as case studies so as to treat them in greater depth. Case studies will highlight specific genres such as narrative painting, devotional sculpture, funerary art, landscape, and popular subjects. The course presumes no previous exposure to the arts of Asia. This is the same course as East Asian Studies 225.

Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *Q. Ning*

ART HISTORY 226 CHINESE ART AND RELIGION This course is a survey of the arts and religions of China and an introduction to the technique of visual analysis in historical studies. It examines Buddhism, Daoism and Confucianism from the perspective of visual representation and religious practice. Lamaism in Tibet, Mazu cult in Taiwan, and other local religions in the bordering regions of China will also be introduced. This is the same course as Religious Studies 223.

Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *Q. Ning*

ART HISTORY 228 EARLY RENAISSANCE ART IN ITALY Course examines the rise of Renaissance art and humanism between 1350–1500, the invention of modern ideas on

"art" and "artist," and the beginning of new genres such as mythology, portraiture, history painting and landscape. Art is examined within a larger social history focusing on the changing moral, political, economic, and sexual values of church, court, and burgher elites. Artists include Giotto, Masaccio, Fra Angelico, Donatello, Piero, Botticelli, and Bellini.

No prerequisite, but Course 122 is recommended. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *R. Baldwin*

ART HISTORY 229 LATER RENAISSANCE ART IN ITALY Course examines Italian Renaissance art and humanism between 1500–1600, the expansion of mythology, portraiture, history painting and landscape, the rise of villa culture and new forms of pastoral and gardens. Art is examined within a larger social history focusing on the changing moral, political, economic, and sexual values of church, court, and burgher elites. Artists include Leonardo, Raphael, Michelangelo, Titian, Palladio, and Bronzino.

No prerequisite, but Course 122 is recommended. Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *R. Baldwin*

ART HISTORY 230 PHILOSOPHY OF ART This is the same course as Philosophy 251. Refer to the Philosophy listing for a course description.

ART HISTORY 231 MODERN ART OF THE EARLY 20th CENTURY A survey of major European and American developments in the visual arts from Matisse and Picasso to Dali and Pollock. The complexities of modernism from ca. 1905 to 1945 and the historical and social forces that shaped it.

Open to sophomores, juniors, and seniors. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *B. Zabel*

ART HISTORY 232 ART SINCE 1945 Visual arts produced after World War II from Jackson Pollock and Andy Warhol to Jenny Holzer, Barbara Kruger and other artists of the present, with emphasis on American art and on the ideological shift from Modernism to Postmodernism.

Open to juniors and seniors. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *B. Zabel*

ART HISTORY 233 ART AND IDEOLOGY IN 17TH CENTURY ITALY, SPAIN, AND FRANCE Religious, political, and social values in the art and architecture of Counter-Reformation Rome and the absolutist courts of Versailles and Madrid. Major artists include Caravaggio, Carracci, Bernini, Cortona, Poussin, Claude, La Tour, Le Brun, and Velasquez.

No prerequisite, but Course 122 is recommended. Enrollment limited to 35 students. Formerly Course 221; cannot receive credit for both courses. This course satisfies General Education Area 7 and is a designated Writing course. *R. Baldwin*

ART HISTORY 234 AMERICAN ART FROM 1776 TO 1946 An examination of visual arts in the U.S. from the Revolutionary War to the Second World War with emphasis on painting and sculpture, with attention given to multi-cultural perspectives in American Art.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *B. Zabel*

ART HISTORY 238 GREEK AND ROMAN ARCHAEOLOGY Selected Greek and Roman sites are analyzed in considering the methods and motives of research as well as the uses to which Graeco-Roman antiquity has been put by archaeologists, their patrons, and the broader public.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 121 or received permission of the instructor. Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *J. Alchermes*

ART HISTORY 240 HISTORY OF PHOTOGRAPHY A survey of the history of the photographic image concentrating on its development as an art medium and exploring the relation of photography to other art forms, science and the contemporary social fabric.

Open to sophomores, juniors, and seniors. Enrollment limited to 35 students. This course satisfies General Education Area 7. *T. Hendrickson*

ART HISTORY 245 ARCHITECTURE SINCE 1945 Architectural production in the postwar period (including works by Louis Kahn, Robert Venturi, Frank Gehry, Zaha Hadid and others), with attention to cultural, technical, aesthetic, and theoretical factors affecting architecture and urban form.

Open to sophomores, juniors, and seniors. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *A. Van Slyck*

ART HISTORY 248 EARLY CHRISTIAN AND BYZANTINE ART: FROM CONSTANTINE THE GREAT TO MEHMET THE CONQUEROR Focus on the late Roman and Byzantine patrons and artists who created works that set a standard throughout Europe, western Asia and the Near East. Forces (social, intellectual, economic, theological, political) that shaped and were shaped by works of art. This is the same course as Slavic Studies 248.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 121. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *J. Alchermes*

ART HISTORY 258 INTRODUCTION TO MUSEUM STUDIES History, theory, and practice of museums; philosophy of exhibitions and display strategies; and educational, political, and social role of the museum. Introduction to the diversity of museums in this region, with field trips and behind-the-scenes tours.

Open to sophomores, juniors, and seniors. Enrollment limited to 25 students. This is a designated Writing course. *C. Steiner*

ART HISTORY 260 MEDIEVAL ARCHITECTURE Medieval buildings and their contexts: political, social, ideological, liturgical, and spiritual.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 27 students. This course satisfies General Education Area 7 and is a designated Writing course. *J. Alchermes*

ART HISTORY 263 CURRENT ISSUES IN MUSEUM STUDIES: ETHICS AND CONTROVERSIES Critical reading of current debates and issues regarding museums. Analysis of case studies of controversial museums/exhibitions, including topics on censorship, pornography, creationism, racism, nationalism, corporate sponsorship, repatriation of cultural property, ethics of deaccessioning, and critiques of museum practices by contemporary artists.

Open to sophomores, juniors, and seniors. Enrollment limited to 35 students. This is a designated Writing course. *C. Steiner*

ART HISTORY 270 MUSEUM METHODS Through a series of creative and interactive lectures, classroom projects, and trips to local museums, students investigate and analyze "best practices" in the burgeoning field of museum work. Issues related to museum collections, exhibition design, museum education, technology, art conservation, and new audiences will be addressed.

Prerequisite: Course 258. Enrollment limited to 25 students. *D. Rau*

ART HISTORY 274 MUSEUM EDUCATION A survey of perspectives and resources on the educative functions of museum programs and exhibits. Topics will include recent research on the learning that occurs in museums, theories of informal learning, museum visitor behavior, and educational design strategies for exhibits and museum program contexts. Students will complete a research project and visit area museums to study visitor learning behaviors. This is the same course as Education 274.

Enrollment limited to 25 students. This is a designated Writing course. *D. Rau*

ART HISTORY 277 INTRODUCTION TO LANDSCAPE ARCHITECTURE This is an investigation of the cultural and ecological significance of the designed landscape considered in historical perspective with case studies and through discussion of contemporary practice and theory. The class will study the great gardens of the world and analyze how landscape architects and everyday people communicate through the shaping of the land.

Open to sophomores, juniors, and seniors. Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *E. Kramer*

ART HISTORY 305 ISLAMIC ART An introduction to both the monumental architecture and decoration and to the small-scale, often precious, objects associated with daily life in the Islamic societies of Europe, North Africa, and Asia.

No prerequisite, but Course 121 is recommended. Enrollment limited to 30 students. This is a designated Writing course. *J. Alchermes*

ART HISTORY 312 BUDDHIST ART: INDIA, CHINA, AND JAPAN An introduction to Buddhist art (architecture, sculpture, painting) in India, China, and Japan, with particular emphasis on iconography and the social-political implications of Buddhist images in their historical and ritual context. This is the same course as East Asian Studies/Religious Studies 312.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This is a designated Writing course. *Q. Ning*

ART HISTORY 320 THE JAPANESE TEA CEREMONY: WARRIORS, MERCHANTS, AND MONKS, 1350–2008 This is the same course as East Asian Studies/History 320. Refer to the History listing for a course description.

ART HISTORY 320f THE JAPANESE TEA CEREMONY: WARRIORS, MERCHANTS, AND MONKS, 1350–2008 (In Japanese) This is the same course as East Asian Studies/History 320f. Refer to the History listing for a course description.

ART HISTORY 325 GENDER IN ARCHITECTURE Historical perspectives on the gendered nature of architectural production (broadly defined to include patronage, design, construction, and historiography) and on the design and use of the built environment to reinforce and challenge socially-constructed ideas of gender.

Open to juniors and seniors and to sophomores who have completed Course 123. Enrollment limited to 30 students. This is a designated Writing course. *A. Van Slyck*

ART HISTORY 326 DOMESTIC ARCHITECTURE IN THE UNITED STATES The history of houses and housing in the United States; how social, cultural, political, and economic forces have shaped the buildings in which people have lived from the 17th through the 20th centuries.

Open to juniors and seniors and to sophomores who have completed Course 123. Enrollment limited to 20 students. This is a designated Writing course. *A. Van Slyck*

ART HISTORY 332 THE ART AND FILM OF THE AMERICAN WEST An exploration of portrayals of the West and its diverse populations in painting and sculpture of the 19th and 20th Centuries and in Westerns of the 20th, which will challenge students to grapple with visual images as complex cultural documents that both reflect and shape American society.

Open to juniors and seniors; and to sophomores with permission of the instructor. Enrollment limited to 27 students. This is a designated Writing course. *B. Zabel*

ART HISTORY 340 RACE AND SPACE Focusing primarily on the United States, this course provides an historical consideration of the ways architectural and urban space shape social interaction and reinforce racial and ethnic hierarchies; the ways the lived experience of such spaces contributes to racial and ethnic identities; and the racialized practices of the design professions.

Prerequisite: One architectural history course or American Studies 206, or permission of the instructor. Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This is a designated Writing course. *A. Van Slyck*

ART HISTORY 356 IMAGINING OTHERNESS IN VISUAL CULTURE Representations of race, class, ethnicity, and gender in art and popular culture from Antiquity to the present. Emphasis on how stereotypes are constructed and reproduced in woodcuts, engravings, painting, sculpture, photography, film, television, advertising, spectacle, and performance. This is the same course as Anthropology 356.

Prerequisite: One course in Anthropology or Art History. Open to sophomores, juniors and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *C. Steiner*

ART HISTORY 493, 494 ADVANCED STUDY SEMINARS Seminars concerned with research in various fields of art and art history with discussions and reports based on current literature, new methodologies, and contemporary critical problems.

One course in art history (unless otherwise noted). Open to juniors and seniors. Enrollment limited to 16 students. This is a designated Writing course.

ART HISTORY 493A, 494A ISSUES IN NINETEENTH-CENTURY ART An exploration of trends in 19th century art with a focus on selected issues and movements. Topics vary with each offering and may include Impressionism, visualizing the modern city, and representations of gender. *Staff*

ART HISTORY 493B, 494B THE MUSEUM AS A BUILDING TYPE This is the same course as Architectural Studies 493B, 494B. Refer to the Architectural Studies listing for a course description.

ART HISTORY 493C, 494C CHRISTIAN PILGRIMAGE IN THE MIDDLE AGES: RITUAL, ARCHITECTURE, AND URBANISM *J. Alchermes*

ART HISTORY 493D, 494D NEW LONDON: A CULTURAL LANDSCAPE APPROACH This is the same course as Architectural Studies 493C, 494C. Refer to the Architectural Studies listing for a course description.

ART HISTORY 493G, 494G ART AND ARCHAEOLOGY ALONG THE SILK ROAD An examination of the major 20th-century archaeological finds along the Silk Road; socio-political and cultural implications of archaeology in a modern context; exchange of merchandise and ideas between Chang'an and Rome in the first millennium; and issues of colonialism, nationalism, and cultural politics involved in the trans-

fer of artifacts from their original locations to the home countries of archaeologists. This is the same course as East Asian Studies 450. *Q. Ning*

ART HISTORY 493H, 494H THE ARCHITECTURE OF CONNECTICUT COLLEGE This is the same course as Architectural Studies 493H, 494H. Refer to the Architectural Studies listing for a course description.

ART HISTORY 493I, 494I FOOD IN ART, CULTURE, AND CINEMA Seminar in the emerging field of food studies, exploring the representation of food and eating in visual culture from Medieval Europe to contemporary America. Themes include authenticity, memory, technology, sexuality, and hierarchy as inscribed in the preparation, display, and consumption of food. Films with food themes screened; historical meals prepared.

This course is not open to students who have received credit for FYS 140. *C. Steiner*

ART HISTORY 493J, 494J ISSUES IN CONTEMPORARY ART An exploration of artistic trends of recent decades, with particular attention to the theoretical discourse that informs contemporary art. Students will have the opportunity to participate in the organization of a small exhibition.

Open to juniors and seniors with permission of the instructor. *Staff*

ART HISTORY 493K, 494K AUTHENTICITY IN ART AND CULTURE Drawing on classic and contemporary writings in art history, anthropology, cultural studies, and the philosophy of aesthetics, this seminar considers the notion of "authenticity." Topics to be considered include: the invention of tradition; imitations and simulacra; hybridity and the construction of the canon; the aesthetic status of fakes and forgeries; the role of authenticity in tourism and tourist art; and the art market and connoisseurship. This is the same course as Anthropology 403.

Prerequisite: One course in Art History or Anthropology. Open to juniors and seniors, with preference given to Art History and Anthropology majors. *C. Steiner*

ART HISTORY 493L, 494L MOMENTS IN CONTEMPORARY CHINESE ART This is the same course as East Asian Studies 451. Refer to the East Asian Studies listing for a course description.

ART HISTORY 493M, 494M GENDER IN EARLY MODERN EUROPE (1350–1700): ART, LITERATURE AND SOCIETY Exploration of issues of gender in early modern European art, literature, and society from the late middle ages to the 17th century. Topics include courtly love *vs.* church culture, the humanist family and the gendered burgher republic, homoeroticism, mythological and historical rape, gendered landscape, Neoplatonism, courtesans and prostitution, gender in the Reformation, witches and other "powerful women", mercantilism and gender, the rise of pornography, the gender of art, music, and cultural leisure, Counter-Reformation Catholicism, and the gendering of the absolutist state. Extensive readings in primary sources.

Prerequisite: Course 122. *R. Baldwin*

ART HISTORY 493N, 494N CHINESE CINEMA: SEX, VIOLENCE, AND VISUALITY An introduction to Chinese cinema focusing on three themes: the color of sex, violence, and revolution; the woman as symbol; and the dream of a strong China. Varying methods of cinematic analysis will be introduced with case studies, as the course explores issues of gender, politics, and visuality in Chinese films and society. Students may not receive credit for both this course and the Freshman Seminar "Chinese Cinema: Sex, Violence, and Visuality." *Q. Ning*

ART HISTORY 493O, 494O PORTRAITURE: CONSTRUCTING IDENTITY IN 20TH CENTURY ART Focusing on the radical transformation in the genre of portraiture in the 20th century, this seminar will examine portraiture as a major vehicle for addressing larger social issues, such as identity and gender, race and class, and the advent of the machine age and the information age. The course will look at portraiture in its transnational context, and student work will include research and presentations on the exhibition *Face Off: Portraits by Contemporary Artists* at the Lyman Allyn Art Museum. *B. Zabel*

ART HISTORY 493Q, 494Q ANCIENT AND MEDIEVAL ROME The changing urban layout of Rome in the course of two millennia from the city's legendary founding in the 8th century BCE through the transfer of the papacy to France in 1309. Individual buildings and construction campaigns and broader phases of urban growth will be placed in their political, ideological, social and art-historical contexts. *J. Alchermes*

ART HISTORY 493S, 494S FROM WASHINGTON'S MT VERNON TO ELVIS'S GRACELAND: COLONIAL REVIVALS IN AMERICAN ARCHITECTURE Successive packing and repackaging of America's colonial past from 1850 to the present with attention to the various settings (international expositions, open-air museums, institutional buildings, domestic architecture) in which architects, builders, and their clients created mythical pasts to fit present needs. *A. Van Slyck*

ART HISTORY 493T, 494T ARCHITECTURES OF REFORM AND PERSUASION: IDENTITY POLITICS AND NATIONALISM, 1870–1945 Traveling from Berlin to Krakow, Budapest to Zakopane, St. Petersburg to Vienna (and more), we will trace the history of Scandinavia, Central, and Eastern Europe from 1870 to 1945 through the architecture and urban forms of both the cities and countryside, exploring what made these lands such powder-kegs of national and ethnic unrest. We will see how these formerly agrarian societies were destabilized by the rapid pace of urbanization and how artists and architects sought to come to terms with the shifts around them, with responses as varied as the embrace of "pure" folk architectures/cultures and life reform movements to an engagement with the modern city. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to juniors and seniors with the permission of the instructor. *E. Sassin*

ART HISTORY 493Z, 494Z ROMAN ARCHITECTUR This is the same course as Architectural Studies 493Z, 494Z. Refer to Architectural Studies listing for a course description.

ART HISTORY 49Tf ARCHITECTURES OF REFORM AND PERSUASION: IDENTITY POLITICS AND JOURNALISM, 1870–1945 (In German) This optional section will meet for an additional hour each week to discuss supplemental texts in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 49Tf must concurrently register for Art History 493T, 494T. *E. Sassin*

ART HISTORY 491, 492 INDIVIDUAL STUDY Students who wish to undertake Individual Study must consult with an adviser and present a detailed proposal to the chair for approval by the department. Rough drafts of proposals for fall semester projects are due on March 15 of the previous semester with final drafts due on April 1. Rough drafts of proposals

for spring semester projects are due on November 1 of the previous semester with final drafts due on November 15. This is a designated Writing course.

ART HISTORY 496 MUSEUM STUDIES SENIOR SEMINAR A seminar in research techniques and methodology intended for students completing a senior project in Museum Studies. Weekly meetings will include student presentations, special topic workshops in museology, and an exploration of current topics relevant to the museum profession.

Prerequisite: Permission of the instructor and one of the following: Course 258, 263, or 274. Enrollment limited to students in the museum studies certificate program. Enrollment limited to 16 students. This is a designated Writing course. *C. Steiner*

ART HISTORY 497–498 HONORS STUDY Students who wish to undertake Honors Study must consult with an adviser and present a detailed proposal to the chair for approval by the department. Rough drafts of proposals are due on March 1 of the semester before the study is to begin. Final drafts are due on April 1. This is a designated Writing course.

Architectural Studies

Associate Professor Alchermes, *director*

The interdisciplinary study of architecture combines all the major areas of the College's liberal arts curriculum: the arts, humanities, sciences, and social sciences. Students may choose to develop a particular thematic focus through their selection of courses, or prepare for a professional career in architecture, architectural history, landscape architecture, urban planning, historic preservation, or another allied design field. Each student completes an integrative project either as Individual or Honors Study, or through an internship.

Besides those courses listed below, others may be taken with prior approval at local colleges, at architecture summer schools, or as part of a study away program. The nearby United States Coast Guard Academy offers an "Introduction to Engineering and Design" course open to Connecticut College students. Consult the Director of Architectural Studies for more information.

The Major in Architectural Studies

The major consists of twelve courses: four from the core group, seven electives, and a senior integrative project. The art requirement may be waived by presentation and approval of an appropriate portfolio. Note that the upper-level electives, especially in the sciences and social sciences, may require prerequisites not listed in the major.

Core:

Students must take the following courses:

Art 101, 102, or 103;
Art History 121 and 123;

One seminar from the following list:

American Studies 493A/494A; Art History 493B/494B, 493C/494C, 493D/494D, 493H/494H, 493Q/494Q, 493S/494S, 493Z/494Z; Architectural Studies 493B/494B, 493C/494C, 493H/494H, 493Z/494Z; Environmental Studies 493G/494G; Government 493A/494A.

Electives:

Students must take seven courses (eight if they have funding for the integrative project) from at least three of the following four areas, at least four of which must be at the 200 level or above:

Area I, Art and Design:

Architectural Studies 241, 261, 321, 342, 345; Art 200, 205, 206, 207, 208, 210, 218, 222, 225, 226, 229, 234, 241, 250, 261, 310, 321, 342; Computer Science 250.

Area II, Art and Architectural History:

Freshman Seminars on architectural topics taught by the Art History Department; Art History 217, 222, 224, 245, 260, 277, 305, 325, 326, 340; Environmental Studies 224.

Area III, Humanities and Social Science:

Anthropology 102, 202, 370, 383, 390, 406; Art History 230; Economics 247; Film Studies 403; French 403, 424; Philosophy 228, 251; Psychology 307, 320; Sociology 364.

Area IV, Mathematics and Science:

Computer Science 209; Environmental Studies 110; Mathematics 111, 112, 113, 114; Physics 107, 108, 109, 110.

Integrative Project:

Architectural Studies 495 or 496. The program requires students to make a formal proposal to the director of the Architectural Studies program in the semester that precedes the start of the integrative project. Students must receive approval before beginning the integrative project. A student may fulfill the integrative project with a CELS-funded internship (or one that is funded from another source), but will not also receive course credit for the experience. In order to meet the basic requirement of the major (12 courses), a student with a funded internship must complete eight electives toward the major.

In exceptional cases, students may apply to use Architectural Studies 491, 492, or 497–498 to fulfill the integrative project requirement. The program requires students to make a formal proposal to the director of the Architectural Studies program in the semester that precedes the start of the integrative project. Students must receive approval before beginning the integrative project.

Advisers: J. Alchermes, A. Van Slyck

The Minor in Architectural Studies

The minor consists of a minimum of five courses, three of which must be at the 200 level or above. From the core group choose Art 102 or 103, and at least one architectural history course. From the elective group choose a minimum of three courses, with two from the same area.

Learning Goals in the Architectural Studies Major

Architectural Studies program embraces a broad understanding of architecture as inseparable from the cultural landscape – the intersection of natural landscapes with built forms and social life. Its structure prompts majors to deepen their understanding of cultural landscape by integrating insights from a range of disciplinary perspectives.

When they graduate, Architectural Studies majors will:

- Be able to interpret individual buildings in light of their larger settings (building site, neighborhood, city, and even region), while also paying attention to the furniture and fittings that mediate the inhabitants' occupation of a given space.
- Use a variety of disciplinary approaches to investigate the ways in which the cultural landscape shapes our sense of ourselves, our interactions with others, and our understanding of the wider world.
- Be able to communicate effectively about architecture verbally and in writing, applying complex forms of analysis in oral presentations and essay-length papers using clear and concise prose.
- Be able to design a research project: define a question; employ appropriate technologies to locate pertinent primary and secondary sources; identify a suitable analytical method; and apply that method to write a well-argued, fully-documented interpretive paper.
- Be able to contextualize their discipline-based knowledge and experience outside the college setting.

Courses

ARCHITECTURAL STUDIES 201 TECHNICAL WORKSHOP: COMPUTER-AIDED DRAFTING An introduction to the basics of Computer-Aided Drafting (CAD), with an emphasis on AutoCAD. Skill development includes drawing, annotation, and plotting.

Permission of the instructor is required, with priority given to students who are currently enrolled in Architectural Studies 241. Two hours of credit, marked as pass/not passed. Enrollment limited to 10 students. *Staff*

ARCHITECTURAL STUDIES 241 ARCHITECTURAL DESIGN I An introduction to architectural design that develops familiarity with basic design principles and with a range of methods for communicating architectural ideas. These include sketching, manual drafting, model-making, and computer modeling using Sketch-Up. This is the same course as Art 241.

Eight hours of studio work. *Prerequisite*: Art History 123; or a high school course in architectural design and permission of the instructor. Enrollment limited to 12 students. This course satisfies General Education Area 5. *J. O'Riordan*

ARCHITECTURAL STUDIES 261 LANDSCAPE ARCHITECTURE DESIGN STUDIO Landscape architecture design studio that develops skills in describing, analyzing, and designing landscape spaces (gardens, parks, urban plazas). This is the same course as Art 261.

Prerequisites: Art 102 or 103 and either Art History 123 or 277. Enrollment limited to 12 students. *E. Kramer*

ARCHITECTURAL STUDIES 293, 294 PRACTICUM IN ARCHITECTURAL STUDIES One or two hours of credit, to be determined by the department in advance, depending on the nature of the proposal and the amount of work involved. Marked as pass/not passed.

ARCHITECTURAL STUDIES 321 HISTORY, PLACE, MEANING IN SITE/ART INTERVENTIONS This is the same course as Art 321. Refer to the Art listing for a course description.

ARCHITECTURAL STUDIES 342 ARCHITECTURAL DESIGN II: SELECTED TOPICS Architecture design studio involving increasingly complex design problems and introducing students to AutoCAD. Topics vary each semester and may include library design, preservation and adaptive reuse, "green" design, and housing. May be repeated for credit. This is the same course as Art 342.

Eight hours of studio work. *Prerequisite:* Architectural Studies/Art 241 and Art History 123. Enrollment limited to 12 students. *J. O'Riordan*

ARCHITECTURAL STUDIES 345 MUSEUM ARCHITECTURE This seminar with studio elements focuses on design criteria for contemporary museums. Working in teams, students will conduct case-studies, analyzing facilities at an existing museum, developing a building program to meet current and future needs, and creating a design to address the building program.

Prerequisite: One of the following courses: Architectural Studies/Art 241, Art History 258, or Art History 263. Enrollment limited to 12 students. *J. O'Riordan*

ARCHITECTURAL STUDIES 493, 494 ADVANCED STUDY SEMINARS Directed research on designated architectural topics, employing the methods of architectural history, architectural design, and historic preservation as complementary modes of architectural inquiry.

One course in art history (unless otherwise noted). Open to juniors and seniors. Enrollment limited to 16 students. This is a designated Writing course.

ARCHITECTURAL STUDIES 493B, 494B THE MUSEUM AS A BUILDING TYPE The museum as a building type, with a focus on public museums from the 18th century to the present. Qualified students may complete a design project in lieu of a research paper. This is the same course as Art History 493B, 494B. *A. Van Slyck*

ARCHITECTURAL STUDIES 493C, 494C NEW LONDON: A CULTURAL LANDSCAPE APPROACH New London's architecture and urban spaces considered as ordinary places created through the interaction of local subcultures and national, dominant cultural values. This is the same course as Art History 493D, 494D. *A. Van Slyck*

ARCHITECTURAL STUDIES 493H, 494H THE ARCHITECTURE OF CONNECTICUT COLLEGE In this in-depth study of the development of the Connecticut College campus from its founding to the present day, students will undertake extensive research in the college archives and interpret buildings and landscape features (extant and demolished) in light of changes in institutional priorities, pedagogical theories, and student demographics. This is the same course as Art History 493H, 494H. *A. Van Slyck*

ARCHITECTURAL STUDIES 493Z, 494Z ROMAN ARCHITECTURE An in-depth investigation of building in ancient Rome and throughout the Roman world. Areas of focus will include the links between Roman architecture and the building traditions of the Etruscans and Greeks, issues regarding design, function and construction techniques in public and domestic architecture, and the political and social aims of building patrons. This is the same course as Art History 493Z, 494Z. *J. Alchermes*

ARCHITECTURAL STUDIES 491, 492 INDIVIDUAL STUDY Proposals for advanced study are initiated by the student the semester before study will be done, in consultation with the faculty adviser and, if necessary, with an outside professional.

ARCHITECTURAL STUDIES 495, 496 INTERNSHIP Students work 8–10 hours per week in a professional organization. A proposal submitted in the previous semester outlines general tasks and special projects.

ARCHITECTURAL STUDIES 497–498 HONORS STUDY

Behavioral Neuroscience

Associate Professor Grahn, *Director*

The Major in Behavioral Neuroscience

The interdisciplinary major in behavioral neuroscience is intended to fill the needs of the students seeking understanding of the biological bases of behavior. It guides the student toward investigation of physiological, structural, and developmental foundations of animal behavior using the techniques of several sub-disciplines of psychology, biology, and chemistry.

The major consists of fourteen courses (twelve core courses and one course chosen from each of two related areas). Independent research, either as Individual Study or Honors Study, is strongly recommended.

Core Courses (12)

Biology 106, 202, and one of the following:

Biology 302, 309, or Chemistry 303. (Note that Biology 208 is a prerequisite for Biology 302 and 309 and that Chemistry 224 is a prerequisite for Chemistry 303.);

Chemistry 103, 104, and 223;

Psychology 101, 201, and 202;

Biology/Psychology 214 and either 314 or 322; One of the following:

Psychology 332, 336, 343, 426, or Biology/Psychology 409.

One course from each of the following two areas:

Humanities and Social Sciences

Anthropology 319;

Human Development 306;

Linguistics 110;

Philosophy 224, 226, 229.

Behavior and Individual Research

Psychology 210, 306, 307, 309;

Biology 224, 302;

Behavioral Neuroscience 391, 392, 491, 492, 497–498.

Learning Goals in the Behavioral Neuroscience Major

Behavioral neuroscience is focused on the relationship between brain function and behavior. In order to understand this relationship, students begin the major by taking introductory courses in biology, psychology and chemistry. These foundations allow a student to then understand how the brain and behavior is related and provide basis for delving into topics of specific interest.

Foundations

The major includes introductory courses in biology (BIO 106, Cells), psychology (PSY 101, Psychology as a Natural Science), and chemistry (CHM 103, 104, General Chemistry). Each of these courses includes a lab to demonstrate the basic techniques used in each discipline. In addition to teaching foundational concepts these courses also focus on necessary skills that include general research methods, critical thinking, ethics and scientific writing.

Methods

An emphasis is placed on practical application of the empirical process in courses such as Behavioral Neuroscience (PSY/BIO314) and Psychopharmacology (PSY/BIO 332), where students learn the same histological, pharmacological and animal behavior methods used in many neuroscience research labs. In addition, students learn to use databases of published literature to search for and critically evaluate relevant studies specific to topics covered in each course. The major also includes a requirement for either an advanced biochemistry or molecular biology course with a lab, providing students with exposure to techniques in these related fields.

Topics Of Interest

Every student has the option to explore specific topics in course projects. For example, one assignment in Psychopharmacology is to compare the effectiveness of a conventional and an alternative treatment for a mental illness. A student who has an interest in understanding schizophrenia might complete the assignment by comparing the use of omega 3 fatty acids to the conventional treatment of antipsychotic medications. Specific interests are further explored in specialized courses such as Behavioral Endocrinology (PSY/BIO 409), Cognitive Brain Imaging (PSY 343) and Neurobiology of Disease (PSY/BIO 336) or through individual study and honors thesis projects that focus on a specific area of interest to the student and her mentor.

Relationship To Other Disciplines

The study of neuroscience is approached from a number of disciplines. With a foundational understanding of basic neural processing, students are prompted to explore how neuroscience can be studied in the context of developmental psychology, cognitive science, sociology, and philosophy.

Advanced Study

The opportunity to practice techniques, including the use of animals, in laboratory courses provides every behavioral neuroscience major with some basis for further work in the field. The numerous opportunities to build on those research experiences in the form of individual study or honors study is especially important for students who are interested in pursuing graduate study. Students are also strongly encouraged to learn how to communicate the findings of their research by presenting at conferences on campus or elsewhere. Behavioral neuroscience majors present their work each year at the North East Undergraduate Research

Organization for Neuroscience semi-annual meetings and at the Society for Neuroscience annual meetings.

BEHAVIORAL NEUROSCIENCE 391, 392 INDIVIDUAL STUDY

BEHAVIORAL NEUROSCIENCE 491, 492 INDIVIDUAL STUDY

BEHAVIORAL NEUROSCIENCE 497–498 HONORS STUDY

Biological Sciences

Biology

Professors: Askins, Grossel; Associate Professors: Barnes, Bernhard, Eastman; Senior Lecturers: Fallon, Warren; Lecturers: Hardeman, Suriyapperuma; Professor Loomis, *chair*

The Major in Biological Sciences

The interdisciplinary major in biological sciences, offered jointly by the Biology and Botany Departments, consists of courses in biology, chemistry, mathematics, and computer science. Students may choose the general track or may customize the major by selecting a concentration either in ecology or in cellular and molecular biology.

The major consists of fifteen courses: six core courses, two quantitative and physical science courses, one capstone course, one semester of the Biology/Botany Seminar Series, and five electives dependant on the track or concentration. The Advanced Placement examination in biology may not be counted toward the major.

Core courses

All biological sciences majors must take the following courses:

Biology 105, 106, 207, and 208; Chemistry 103 and 104 (or 107 and 204).

Quantitative and physical science courses

All majors must take two of the following courses:

Mathematics 107, 111, 112, 113, 114, 206, 207, 208, 212; Psychology 201; Computer Science 110, 212; Physics 107, 108, 109, 110; Chemistry 223, 224.

For students concentrating in ecology, one of these courses must be in statistics (Mathematics 107, 206, 207, 208, or Psychology 201). Students considering graduate school or a career in the health professions are strongly encouraged to take organic chemistry, physics, and calculus or statistics, and so should complete more than the minimum number of required courses.

Capstone course

All majors must take one of the following courses:

Biology 493, 494; Botany 493, 494. Students may, with approval of the appropriate department, select an Individual Study (391, 392) or Honors Study (497–498) in either biology or botany.

Biology/Botany Seminar Series

All majors must take either 293 or 294.

Electives

All majors must take five electives, chosen to satisfy the requirements of one of the following tracks or concentrations. Electives may not duplicate any courses already selected.

1. **General Track**: Students may take any five courses chosen from additional offerings in biology or botany, or in organic chemistry (Chemistry 223, 224). Science-based Environmental Studies courses may be selected with approval of the major adviser. At least three of these courses must be at the 200 level or higher, with at least one at the 300 or 400 level.

   Advisers: R. Askins, P. Barnes, A. Bernhard, D. Eastman, M. Fallon, M. Grossel, K. Hardeman, P. Hine, C. Jones, M. Lizarralde, S. Loomis, P. Owen, P. Siver, S. Suriyapperuma, S.W. Warren.

2. **Concentration in Ecology**: Students must take at least one course in ecology and one in biological diversity, with a second course in either of the two areas. Students must also take two additional electives.

   Ecology courses:

   Biology 305, 307, 312, 320, 413; Botany 315.

   Biological diversity courses:

   Biology 204, 215, 330; Botany 205, 225, 410.

   Additional electives:

   Biology 224, 340, 431; Botany 115, 207, 311; or any course listed in the concentration not already selected. Science-based Environmental Studies courses and other biology or botany courses may be selected with approval of the major adviser.

   Advisers: R. Askins, P. Barnes, A. Bernhard, P. Hine, C. Jones, M. Lizarralde, P. Siver, S.W. Warren.

3. **Concentration in Cellular and Molecular Biology:** Students must take two foundational courses and three additional electives.

   Foundational courses:

   Biology 302, 309, 325; Chemistry 303, 324.

   Additional electives:

   Biology 202, 312, 322, 330, 340, 409, 431; Botany 305; Chemistry 223, 224; or any foundational course not already selected. One course from additional offerings in biology or botany may be selected with approval of the major adviser. Students may not count both Biology 322 and 409 toward this concentration.

   Advisers: P. Barnes, D. Eastman, M. Fallon, M. Grossel, K. Hardeman, S. Loomis, P. Owen, S. Suriyapperuma, S.W. Warren.

The Minor in Biological Sciences

The minor in biological sciences consists of seven courses: the six core courses plus one elective selected from the 300- or 400-level offerings in biology or botany. Science-based Environmental Studies courses may be selected with approval of the minor adviser.

Learning Goals in the Biological Sciences Major

One of the major learning goals that the Department of Biology Faculty share is to instill in students the thrill of discovery and the nurturing of curiosity. Toward these goals we aim to provide students with opportunities to make their own discoveries through independent research conducted at all levels of our curriculum. From this work we expect our students to become proficient in experimental design, hypothesis development, data analysis and critical reading of primary and secondary literature. Our overall objective for our students is to have them come to know biology as a way of understanding, rather than a particular body of information. As we help students to learn current knowledge, we strive for that knowledge to persist beyond the course in which it was acquired.

The Learning Goals of the Faculty of the Biology Department are:

- Instill in students the excitement of discovery and nurture creativity.
- Produce and critique logical arguments through generation and testing of hypotheses, analysis of data and evaluation of results.
- Acquire a fundamental knowledge of biological principles at all levels of biological organization from cells to ecosystems.
- Develop the ability to find and synthesize current scientific knowledge.
- Communicate ideas and arguments in both oral and written form.
- Work effectively as individuals and in groups.
- Understand the ethical responsibilities of scientists and societal understanding of science.

Skill Building and Applications

Our department believes that educating students in the Biological Sciences requires a number of skills including the ability to identify and understand pertinent published research, design and perform appropriate methods, critically analyze results, and present information clearly to a community of peers. We believe it is important that our students are able to apply their knowledge to the world they inhabit as citizens in a global society.

Courses

BIOLOGY 103 INTRODUCTION TO EVOLUTION An introduction to the process and pattern of biological evolution. Genetic change, evidence for evolution, patterns of diversity, and phylogenetic relationships will be examined. The course includes lectures, computer-based simulations and group projects, and class discussions. The nature of science will be an underlying theme.

Enrollment limited to 30 students, of which 15 spaces are reserved for freshmen. This course satisfies General Education Area 1. *P. Barnes*

BIOLOGY 105 ORGANISMS The study of plants and animals, with emphasis on angiosperm and vertebrate structure, function, reproduction, and development.

Three hours of lecture and three hours laboratory work. Enrollment limited to 14 students per laboratory section. Offered annually. This course satisfies General Education Area 1. *S. Loomis or Staff*

BIOLOGY 106 CELLS A detailed study of cells as fundamental units of living systems from structural and molecular levels of organization. Topics include structure and function of membranes and organelles; gene expression and regulation; protein synthesis, targeting and degradation; bioenergetics; signal transduction; cell cycle control, cancer and stem cells; the cytoskeleton, and extracellular matrices. Laboratory experiments include protein and enzyme assays, electrophoresis, PCR, fertilization and independent research projects.

Three hours of lecture and three hours laboratory work. Enrollment limited to 15 students per laboratory section. Offered annually. This course satisfies General Education Area 1. *P. Owen or M. Grossel*

BIOLOGY 110 ACCELERATED CELL BIOLOGY This limited enrollment research group supplements Biology 106, offering an accelerated approach. Selected students will meet with the course instructor for the laboratory section plus an additional 75 minutes to allow the group to pursue an independent research project that will apply class work to global scientific problems. Two hours of credit.

Prerequisite: Placement exam and permission of the instructor. Enrollment limited to 16 students. *M. Grossel*

BIOLOGY 202 HUMAN PHYSIOLOGY A general course on the physiology of humans including the nervous, muscular, circulatory, respiratory, renal, digestive, and endocrine systems. Particular emphasis on regulatory mechanisms. The course will be taught as a "studio" course in which lecture and lab are combined.

Six hours of combined lecture/laboratory. *Prerequisite:* Biology 106. Not open to freshmen. Enrollment limited to 20 students per section. Offered every semester. This is a designated Writing course. *S. Loomis or M. Fallon*

BIOLOGY 204 ORNITHOLOGY An introduction to the study of birds. The structure and physiology of birds will be discussed as well as their evolution, classification, and behavior. Identification of species and the ecology of birds will be emphasized on field trips.

Three lectures; three hours laboratory, with specially scheduled field trips on weekends and before lecture. *Prerequisite*: Biology 105. Enrollment limited to 13 students. Offered in 2009–2010 and alternate years. *R. Askins*

BIOLOGY 206 COMPUTATIONAL AND SYSTEMS BIOLOGY An introduction to the use of genomics, systems biology, and computational biology in analyzing and synthesizing biological data. Topics include DNA and protein sequences, interaction networks, gene expression, and computational techniques for retrieving, analyzing, and visualizing data. Emphasis on projects involving interdisciplinary teams and medically related problems. This is the same course as Computer Science 206.

Prerequisite: Biology 106 or Computer Science 110. Enrollment limited to 30 students. *D. Eastman, M. Allen, and R. Peitzsch*

BIOLOGY 207 ECOLOGY The study of the interactions of organisms with one another and with their environment. Major topics include a survey of terrestrial and aquatic ecosystems, energy flow, nutrient cycling, succession, population dynamics, life history strategies, biodiversity, interspecific interactions, and the structure of natural communities. Ecological consequences of human activity are emphasized.

Three lectures; three hours field and laboratory work. Laboratory work includes field trips, collection and analysis of field data, and computer simulations. *Prerequisite*: Biology

105 or Botany 115. Enrollment limited to 14 students per laboratory section. Offered annually. *R. Askins, A. Bernhard, C. Jones*

BIOLOGY 208 GENETICS A study of the mechanisms of inheritance involving Mendelian and molecular principles and of genetic change during evolution involving population genetic principles. Laboratory exercises include genetic and chromosomal analyses; gene mapping; study of biochemical, developmental and DNA sequence variation; and experiments in population and quantitative genetics.

Three lectures and three hours laboratory work. *Prerequisite*: Biology 106 and Chemistry 103 or 107. Enrollment limited to 14 students per laboratory section. Offered annually. *P. Barnes or D. Eastman*

BIOLOGY 214 BIOPSYCHOLOGY This is the same course as Psychology 214. Refer to the Psychology listing for a course description.

BIOLOGY 215 INVERTEBRATE BIOLOGY A comprehensive study of the morphology and biology of the invertebrates. Morphological diversity will be discussed in view of its functional and adaptive significance. Laboratory work will stress experimental design. Field trips are included.

Two lectures; four hours laboratory work. *Prerequisite*: Biology 105. Enrollment limited to 16 students per laboratory section. Offered in 2008–2009 and alternate years. *S. Loomis*

BIOLOGY 224 ANIMAL BEHAVIOR Genetic and learned aspects of animal behavior will be examined in an ecological and evolutionary context. Topics include animal communication, territorial and reproductive behavior, complex social systems, and sensory capabilities. Laboratory work will consist of field trips and an independent project.

Three lectures; three hours field and laboratory work, with some specially scheduled field trips on evenings and weekends. *Prerequisite*: Biology 105 or permission of the instructor. Not open to freshmen. Enrollment limited to 13 students. *R. Askins*

BIOLOGY 242 ECOLOGY AND CONSERVATION OF NATURAL HABITATS IN INDIA This is the same course as Environmental Studies 242. Refer to the Environmental Studies listing for a course description.

BIOLOGY 293, 294 BIOLOGY/BOTANY SEMINAR SERIES Lectures and discussions on current research in the life sciences. Presentations by visiting scientists, Connecticut College faculty, and student researchers. Preparation of pre-lecture questions through background readings and post-lecture summaries required. This is the same course as Botany 293, 294.

One meeting per week throughout the semester. Two hours of credit, marked as pass/not passed. These courses may be taken for a maximum of four credits. Offered every semester. *Biology and Botany Faculty*

BIOLOGY 302 MOLECULAR DEVELOPMENT This course focuses on the molecular, cellular, genetic, and evolutionary aspects of developmental processes in microbes, animals, and plants. Specific topics include embryogenesis, stem cells, gene expression regulation, and cell signaling. Investigative experiments and independent projects on live animals and plants will be emphasized in the laboratory.

Two hours lecture; four hours laboratory. *Prerequisite:* Biology 106 and 208. Enrollment limited to 12 students per laboratory section. Offered in 2009–2010 and alternate years. This is a designated Writing course. *D. Eastman*

BIOLOGY 305 MARINE ECOLOGY Students will explore the ecology and biota of local marine environments through field work and individual research projects. The course will focus on biological responses to environmental challenges, and will explore the roles of diversity, trophic structure, and productivity in marine systems. Critical evaluation of primary literature will be emphasized.

Two lectures; four hours field or laboratory work. *Prerequisite:* Biology 207. Enrollment limited to 12 students. This is a designated Writing course. *A. Bernhard*

BIOLOGY 307 FRESHWATER ECOLOGY An introduction to the physical, chemical, and biological characteristics of lacustrine environments. A comparative approach, integrating field, laboratory, and classroom investigations, to analyze similarities and differences in freshwater ecosystems. Interaction of environmental factors in controlling the distributions of organism, trophic dynamics, eutrophication, acidification, lake ontogeny, analyses of catchments, and paleolimnological topics.

Two lectures; four hours field or laboratory work. Overnight field trip required. *Prerequisite:* Biology 105 and one additional course in Biology or Botany which may be taken concurrently. Enrollment limited to 12 students. Offered in 2009–2010 and alternate years. *P. Siver*

BIOLOGY 309 MOLECULAR BIOLOGY A comprehensive study of the molecular mechanisms of basic cellular functions involved in human health and disease. Topics include DNA structure, replication, damage and repair, and gene expression.

Three hours of lecture and one three-hour laboratory. The laboratory teaches recombinant DNA methods, including molecular cloning, and incorporates a class research project involving a DNA library screen in yeast. *Prerequisite:* Biology 106, 208, Chemistry 103, 104, or 107, 204, 223. Chemistry 223 may be taken concurrently or in special circumstances may be waived with permission of the instructor. Enrollment limited to 12 students per laboratory section. Offered in 2009–2010 and alternate years. *M. Grossel*

BIOLOGY 312 MOLECULAR ECOLOGY This course will integrate aspects of molecular biology, ecology, and evolution. Students will explore the use of molecular techniques, including genomics, to address ecological questions through student-designed experiments and critical evaluation of published studies. Students will also discuss the role of molecular ecology in conservation biology and population genetics.

Prerequisite: Biology 207 or 208. Enrollment limited to 12 students. Offered in 2007–2008 and alternate years. *A. Bernhard*

BIOLOGY 314 BEHAVIORAL NEUROSCIENCE This is the same course as Psychology 314. Refer to the Psychology listing for a course description.

BIOLOGY 320 TROPICAL BIOLOGY An intensive field course emphasizing community ecology and adaptations of organisms to tropical environments. Field trips and research projects will be based at research stations in Belize, and will include studies of the following natural communities: tropical forests, mangrove swamps, sea grass beds, and coral reefs.

One lecture per week and 12 days of intensive field work in Belize during spring break. *Prerequisite:* Biology 207 and permission of the instructor. Enrollment limited to 16 students. Special Fee. Offered in 2007–2008 and alternate years. *S. Loomis, M. Lizarralde, R.S. Warren*

BIOLOGY 322 PSYCHOPHARMACOLOGY This is the same course as Psychology 322. Refer to the Psychology listing for a course description.

BIOLOGY 325 CELL ULTRASTRUCTURE Advanced structural cell biology emphasizing the use of electron optics. Methods of biological sample preparation, theory and use of transmission and scanning electron microscopes, production of photomicrographs through darkroom and digital imaging techniques. Concentrated research on integrated original research projects.

Six hours of combined lecture and laboratory group or tutorial work weekly. *Prerequisite*: Biology 106 and Chemistry 104, or permission of the instructor. Enrollment limited to 10 students. This is a designated Writing course. *P. Owen*

BIOLOGY 326 SCANNING ELECTRON MICROSCOPY Theory and use of the scanning electron microscope, sample preparation and x-ray microanalysis. Concentrated research on original research projects.

Six hours of combined lecture and laboratory group or tutorial work weekly during the second half of the semester; two hours of credit. Not intended for majors in biological sciences or botany. *Prerequisite*: Chemistry 103 and permission of the instructor. Enrollment limited to 4 students. *P. Owen*

BIOLOGY 330 MICROBIOLOGY Structure and growth of bacteria and viruses, with emphasis on the role of microorganisms in genetic engineering, in the environment, and as agents of diseases such as AIDS and tuberculosis.

Prerequisite: Biology 106 and 208; and either Chemistry 103 and 104 or 107 and 204; or permission of the instructor. Enrollment limited to 12 students per lab section. Offered annually. *A. Bernhard, S. Suriyapperuma*

BIOLOGY 336 NEUROBIOLOGY OF DISEASE This is the same course as Psychology 336. Refer to the Psychology listing for a course description.

BIOLOGY 340 EVOLUTION An exploration of the theory and process of biological evolution. Topics include adaptation; variation at different levels from DNA to populations; the population genetics of microevolution; and the origin of new species. Macroevolution will be examined through the fossil record, modern phylogenetic techniques, the origin of novelty, and human evolution.

Three lectures; three hours of laboratory. *Prerequisite*: Biology 208 and either Biology 207 or permission of the instructor. Enrollment limited to 16 students per laboratory section. Offered in 2009–2010 and alternate years. *P. Barnes*

BIOLOGY 409 BEHAVIORAL ENDOCRINOLOGY This is the same course as Psychology 409. Refer to the Psychology listing for a course description.

BIOLOGY 410 FRONTIERS IN MOLECULAR BIOLOGY Emerging fields in molecular biology. Topics and techniques include stem cells, genomics, proteomics, bioinformatics, pharmacogenomics, molecular modeling, animal model systems for drug discovery including mouse knock-ins and knock-outs, micro-arrays, and designer drugs/population studies. Discussions on academic versus industrial approaches to science as well as ethical and societal implications of covered topics.

Three lectures, no laboratory. *Prerequisite:* Biology 106, 208, and Chemistry 223; and either Biology 303 or 309; or permission of the instructor. This course is taught by adjunct members of the faculty employed by Pfizer, Inc., and is coordinated by *D. Eastman* or *M. Grossel*. Enrollment limited to 20 students. *Adjunct Staff*

BIOLOGY 413 ESTUARINE ECOLOGY Community and systems ecology of tidal marsh-estuarine ecosystems with emphasis on auto-ecology of dominant vascular plants, macroinvertebrates and fish. Historical development of tidal wetlands, ecological connections with

near-shore marine ecosystems, and human manipulation and management of marsh-estuarine ecosystems are also considered.

Two lectures; four hours field or laboratory work. Overnight field trip required. *Prerequisite:* Biology 105 and at least one additional course in botany, biology taken at the 200 level. Enrollment limited to 14 students. Offered in alternate years. This is a designated Writing course. *Staff*

BIOLOGY 414 IMMUNOLOGY This course begins with a lecture-based overview of the field of immunology and by mid-semester becomes seminar-based with students reading primary journal articles and presenting papers on focused areas of immunology.

Prerequisite: Chemistry 223, 224, and Biology 302 or 309. Open to juniors and seniors, and to sophomores with permission of the instructor. Enrollment limited to 20 students. *Staff*

BIOLOGY 415 BEHAVIOR AND COMMUNICATION OF MARINE MAMMALS Marine mammal communication, cognition, behavioral ecology, and conservation are the main topics. The seminar will also discuss diversity and evolution of marine mammals. Students will present and lead discussions on the methods, results, and conclusions of scientific papers.

One, three-hour seminar-style class per week. *Prerequisite:* Biology 105, 207 or 224 or permission of the instructor. Enrollment limited to 16 students. *K.M. Dudzinski*

BIOLOGY 431 COMPARATIVE PHYSIOLOGY A comparative study of the physiological adaptations of organisms to the environment utilizing current research methods. Emphasis may be on invertebrates or plants. Laboratory exercises will involve research projects dealing with specific environmental adaptations.

Two lectures; four hours of laboratory work. *Prerequisite*: Biology 106. Open to juniors and seniors. Enrollment limited to 10 students per laboratory section. Offered in 2009–2010 and alternate years. This is a designated Writing course. *S. Loomis*

BIOLOGY 493, 494 SEMINAR IN BIOLOGY

Open to juniors and seniors, and to sophomores with permission of the instructor. Additional prerequisites may be listed with each topic. Enrollment limited to 16 students. This is a designated Writing course.

BIOLOGY 493E, 494E MOLECULAR BASIS OF CANCER
Prerequisite: Biology 208 and 309.

BIOLOGY 493F, 494F CONSERVATION BIOLOGY AND GENETICS
Prerequisite: Biology 207 and 208.

BIOLOGY 493G, 494G BIOCHEMICAL AND MOLECULAR EVOLUTION
Prerequisite: Any two of the following courses: Biology 208, 221, 309, 330; Chemistry 303, 304, 324; Biology/Psychology 314.

BIOLOGY 493H, 494H STEM CELLS AND CELL SIGNALING
Prerequisite: Biology 208.

BIOLOGY 493I, 494I GENETICALLY MODIFIED CROPS This is the same course as Botany 493B, 494B. Refer to the Botany listing for a course description.

BIOLOGY 493J, 494J CURRENT TOPICS IN BIOLOGY: MARINE BIODIVERSITY AND CONSERVATION This course will cover current issues in marine biodiversity and conservation. Topics may include trophic cascades, marine sanctuaries,

impacts of invasive species, and overfishing. Students will explore various topics, using current literature to direct in-class discussions and presentations.

Prerequisite: Biology 207. Open to juniors and seniors. *A. Bernhard*

BIOLOGY 493K, 494K CELL MEMBRANES AND DISEASE Analysis of biological membranes with an emphasis on structure and function of protein components. Topics include lipid composition, biophysical properties important for localization and function, ion channels, porins, receptors, and relevant diseases. Students will explore primary scientific literature and research an independent project.

Prerequisite: Courses 106 and 208 and Chemistry 223 and 224. *J. Crary*

BIOLOGY 493L, 494L PATHOPHYSIOLOGY A study of the physiology of disease using current literature. Students will lead class discussions and presentations on the mechanisms of disease processes.

Prerequisite: Course 202. *S. Loomis*

BIOLOGY 493N, 494N LANDSCAPE ECOLOGY Discussion of recent literature on topics such as metapopulations, habitat fragmentation, and the role of natural disturbances in maintaining biological diversity. Each student will lead a discussion of recent, peer-reviewed literature on a particular topic.

One, three-hour seminar-style class per week. *Prerequisite*: Biology 207 or permission of the instructor. Open to juniors and seniors. *R. Askins*

BIOLOGY 291, 292 INDIVIDUAL STUDY Library research and discussion of current topics beyond the basic curriculum in biological sciences, carried out under the direction of a faculty member. A research paper is required. Ten hours of work per week expected.

Prerequisite: Arrange with faculty member prior to registration. A brief description of the proposed project required for departmental approval. Offered by individual arrangement.

BIOLOGY 391, 392 INDIVIDUAL STUDY (Independent Research) An independent laboratory or field research project carried out under the direction of a faculty member from the botany or biology departments. A research report in the style of a scientific publication required. Ten hours of work per week expected.

Prerequisite: Arrange with faculty member prior to registration. A brief description of the proposed project required for department approval. Offered by individual arrangement.

BIOLOGY 497–498 HONORS STUDY This is a designated Writing course.

The Major in Biochemistry, Cellular and Molecular Biology

The Biochemistry, Cellular and Molecular Biology major, offered jointly by the Biology, Botany, and Chemistry Departments, integrates related courses and areas of study in chemistry and biology. It recognizes the importance of the interdisciplinary nature of modern biochemistry, cellular and molecular biology, and the role of these disciplines in modern biological, biomedical, and chemical sciences. See listing under the Chemistry Department.

The Major in Behavioral Neuroscience

The interdisciplinary major in Behavioral Neuroscience (formerly Neuroscience/Psychobiology) is offered jointly by the Psychology and Biology Departments and is intended to fill the needs of students seeking to understand the biological bases of behavior. It guides the student toward investigation of physiological, genetic, structural, developmental, and evolutionary foundations of human and non-human animal behavior. See listing under Behavioral Neuroscience.

Botany

Professor: Siver; Associate Professor: Lizarralde; Assistant Professors: Jones, Spicer; Senior Lecturers: Hine, Warren; Lecturers: Hardeman, Suriyapperuma; Arboretum Director and Adjunct Associate Professor: Dreyer; Visiting Lecturer: Small; Associate Professor Owen, *chair*

The Major in Botany

The botany major is designed to accommodate a wide range of interests and to prepare students for graduate study in a variety of fields. The major consists of a core curriculum, as well as electives in mathematics and the physical and life sciences. Students may opt for the concentration in ethnobotany, which also draws on courses from the social sciences.

Students considering graduate study in botany or other biological sciences should consult with an adviser as early as possible to design an appropriate plan of coursework. Those planning postgraduate training in landscape design or architecture are strongly encouraged to consider a minor in architectural studies or art.

The major consists of a minimum of eleven courses, at least three of which must be at the 300 or 400 level, and a two-credit departmental seminar.

Advisers: K. Hardeman, P. Hine, C. Jones, M. Lizarralde, P. Owen, P. Siver, S. Suriyapperuma

Core curriculum

All botany majors must take the following courses:

a. One of the following: Botany 115, Botany 117, or Biology 105.
b. Botany 205 and 225.
c. One semester of the Biology/Botany Seminar Series (293 or 294).
d. Chemistry 103 or 107. (Students with a concentration in ethnobotany may, with permission of the department, substitute Chemistry 101.)

Additional courses for the major

Students majoring in botany with the general track must satisfy the following requirements:

e. Biology 106 and Botany 305, and either Biology 207 or Botany 315.
f. Four courses selected from additional offerings in biology or botany, or from the following list: Chemistry 104, 204, 223, 224, 303, 304, 324; Environmental Studies 110, 115, 120, 210 (493, 494 with permission of the department); Mathematics 107, 111, 112, 113, 114, 206, 207, 208, 212; Physics 107, 108, 109, 110. At least two of the courses chosen from this category must have a laboratory. Other intermediate or advanced courses in chemistry, mathematics, or physics may be selected with permission of the department.

Additional courses for the major with ethnobotany concentration

Students majoring in botany with a concentration in ethnobotany must satisfy the following requirements:

g. Anthropology 104, Botany 308, and Botany 315.
h. Four courses selected from additional offerings in botany, or from the following list: Anthropology 202, 234, 245, 250, 260, 319, 380; Biology 106, 207, 208, 307, 314, 320, 322; Chemistry 104, 204, 223, 224, 303, 304, 324; Environmental Studies 308, 312, 313 (493, 494 with permission of the department); Mathematics 107, 206, 207, 208, 317.

The Minor in Botany

The botany minor includes Biology 105 or Botany 115; Botany 205, 225, 305; and one additional course in biology or botany.

Learning Goals in the Botany Major

The study of botany is important in today's world that increasingly needs highly skilled scientists to examine changes in ecosystems or habitats, the possible benefits and dangers of genetically modified crops, and the vast potential plants hold for human use. The major prepares students directly for a career in a botanical field or for graduate study. This preparation comes from learning essential concepts, from developing critical thinking and observational skills, and from learning to communicate those skills across disciplines. Students interested in potential careers are encouraged to talk to faculty or to consult the department website.

Concepts

Plant Structure, Function and Development: Students who complete the major should understand, through written and visual information, how the plant body develops and works as a unit to regulate its metabolism, to respond to environmental cues, to obtain water, nutrients, carbohydrates, and to reproduce.

Plant Diversity: Students who complete the major should understand the diverse groups of organisms traditionally studied by botanists, from protists and fungi to higher vascular plants. This understanding requires students to be able to identify regional plants to species and world plants to families.

Plant Ecology: Students who complete the major should understand the complex relationships plants have with other organisms and their environment, and how the environment affects past, present and future plant habitats.

Plant Uses and Perceptions: Plants provide medicinal compounds, shelter, fuel, food, ornamentation, and technology for human use and their ecological services. Students have the option of focusing their major on use and management of plants, with particular emphasis on traditional indigenous people.

Methods/Skills

Written: Students who complete the major should be able to craft concisely written papers in the style of a botanical research paper. Integral to the paper is a thorough understanding of how to find and read the scientific literature, and a deep understanding of methods to interpret and form graphical, tabular, and pictorial data.

Oral: Students in the major should understand how to prepare and present oral information, either of an assigned topical nature or the results of a research project. Practice and experience will be through coursework, participation in the botany seminar series, or presentations at professional meetings.

Laboratory: Students should have experience with botanical field and laboratory techniques, such as ecological sampling, plant preservation, data recording, microscopy techniques, and traditional indigenous technology replication. Students will have opportunities to develop deeper skills in selected methods of their choice.

Courses

BOTANY 115 INTRODUCTION TO BOTANY Introduction to the biology of plants, with emphasis on their importance, currently and historically. Topics will include characteristics of major plant groups, internal and external controls of growth and development, ecology of native vegetation, plant uses in horticulture, ethno-botany, and modern uses of plants for food and medicine, including genetically modified plants.

Open to freshmen and sophomores; and to others with permission of the instructor. Enrollment limited to 18 students per section. This course satisfies General Education Area 1. *P. Owen, R. Spicer, and Botany Faculty*

BOTANY 117 INTRODUCTION TO ETHNOBOTANY An examination of the relationship between human beings and the plant world, along with the corresponding impact on human existence. Specific focus on how plants serve as sources of medicine or food, as well as providing technological and ecological resources. The course considers issues relating to culture and geography in the context of prehistorical and historical data, as well as other relevant topics of current interest. This is the same course as Anthropology 117.

Enrollment limited to 40 students. *M. Lizarralde*

BOTANY 205 PLANTS, PROTISTS AND FUNGI A survey of the major groups of organisms comprising plants, protists and fungi. The primary morphological, reproductive and physiological characteristics, ecological significance and evolutionary concepts of each group will be studied. Laboratory work will include growing specimens from each group of organisms, greenhouse experiments and field trips.

Two lectures; four hours laboratory work. *Prerequisite*: Either Botany 115 or Biology 105. Enrollment limited to 12 students. *P.A. Siver*

BOTANY 207 SEMINAR ON INDIGENOUS USE OF TROPICAL RAINFORESTS Emphasis on the uses of rainforest plants and animals by indigenous peoples and their potential ecological and economic applications. Discussion on the readings of recent research will provide a rich array of data and insights into these resources and their application in community development, rainforest conservation and western economies. This is the same course as Environmental Studies 207.

Prerequisite: One course in Biology or Botany or one course in Anthropology or permission of the instructor. Enrollment limited to 12 students. *M. Lizarralde*

BOTANY 209 BIOENERGY An introduction to the range of fuels derived from plant biomass, including biodiesel, bioethanol, and advanced synthetic fuels like "biocrude." We will use lecture, literature research, and group discussion to explore the environmental consequences and social and political implications of large-scale bioenergy programs. This is the same course as Environmental Studies 209.

Prerequisite: One of the following courses, Biology 105, 106; Botany 115; Environmental Studies 110/Physics 113. *R. Spicer*

BOTANY 213 ETHNOECOLOGY OF PERU The goal of this course is to provide an introduction to ethnoecology of Peru, with a greater emphasis on Ethnobotany. Ethnoecology studies the relationship of people with their flora, fauna and other elements of their environment. Special focus will be given to the ethnoecological richness of Peru, and its contribution to the world. This is the same course as Anthropology 313/Environmental Studies 213. This course is taught in the SATA Peru program only.

Prerequisite: Botany 115 or 200 or Environmental Studies 110 or 111. Enrollment limited to 12 students. *M. Lizarralde*

BOTANY 225 SYSTEMATIC BOTANY AND THE LOCAL FLORA The distinguishing characteristics of the principal families of ferns, conifers, and flowering plants; their geographic distribution and evolutionary relationships. Includes numerous field trips to local areas to familiarize students with the natural flora of southern New England.

Two lectures; four hours laboratory work. *Prerequisite*: Biology 105 or Botany 115. Enrollment limited to 12 students per section. *C. Jones*

BOTANY 293, 294 BIOLOGY/BOTANY SEMINAR SERIES Lectures and discussions on current research in the life sciences. Presentations by visiting scientists, Connecticut College faculty, and student researchers. Preparation of pre-lecture questions through background readings and post-lecture summaries required. This is the same course as Biology 293, 294.

One meeting per week throughout the semester. Two hours of credit, marked as pass/not passed. These courses may be taken for a maximum of four credits. Offered every semester. *Biology and Botany Faculty*

BOTANY 305 PLANT STRUCTURE AND FUNCTION An integrated examination of the physiology and anatomy of vascular plants. Topics covered include uptake, transport and use of water and mineral nutrients; the development, photosynthesis and respiration of leaves; reproduction.

Six hours of combined lecture and laboratory work per week. *Prerequisite*: Botany 115, Biology 105 or 106; and Chemistry 103 or 107. Enrollment limited to 12 students per laboratory section. *P. Owen*

BOTANY 308 METHODS AND THEORIES OF ETHNOBOTANY An advanced perspective of methods and theories in the science of ethnobotany. The course introduces students to a wide variety of approaches, including cognitive, ecological, and economic. Both quantitative and qualitative methods will be studied. This is the same course as Anthropology/Environmental Studies 308.

Prerequisite: Botany 117 and either Botany 115 or Anthropology 104. Enrollment limited to 30 students. *M. Lizarralde*

BOTANY 311 ETHNOBOTANY OF SOUTHERN NEW ENGLAND An introduction to Native American plant uses in southern New England. Field work in the Arboretum and elsewhere will introduce students to ethno-botanical field methods in addition to historical and other ethnographical materials. Class projects will require collection, analysis and presentation of field and other data. This is the same course as Anthropology 311 and Environmental Studies 311.

Three hours of integrated lecture, discussion, field and laboratory work. *Prerequisite*: Botany 225 or Anthropology 381 or permission of the instructor. Enrollment limited to 12 students. *M. Lizarralde*

BOTANY 315 PLANT ECOLOGY The relationships of plants to other organisms and the abiotic environment. Factors controlling the distribution and dynamics of plant populations, the structure and function of plant communities, and energy flow and nutrient cycling through ecosystems are explored through the study of regional vegetation. Vegetation sampling, analytical techniques, and the ecological consequences of human activities are also considered.

Two lectures; four hours of field or laboratory work. Frequent field trips. *Prerequisite*: Biology 207 or permission of the instructor. Enrollment limited to 12 students. *C. Jones*

BOTANY 320 PLANT PHYSIOLOGY An introduction to the physiology of vascular plants. Topics covered include water relations, internal transport, nutrition, photosynthesis and respiration, growth and development as influenced by internal and environmental factors.

Three lectures; three hours laboratory work. *Prerequisite*: Botany 200 and Chemistry 103, 104 or 107, 204 (may be taken concurrently). Enrollment limited to 12 students per laboratory section. *Staff*

BOTANY 322 SCIENCE OF ENVIRONMENTAL SUSTAINABILITY This is the same course as Environmental Studies 322. Refer to the Environmental Studies listing for a course description.

BOTANY 410 MARINE AND FRESHWATER BOTANY A survey of marine and freshwater algae. Planktonic and periphytic as well as microscopic and macroscopic forms will be covered. Primary features of each group will be studied from ecological, morphological, physiological, ultra-structural, life history and evolutionary perspectives. Algal adaptations to major functional ecological units, survival strategies and distribution along ecological gradients also will be considered. Laboratory includes both field and laboratory exercises.

Three lectures; three hours laboratory. *Prerequisite*: Biology 105 and one additional course in Biology or Botany, which may be taken concurrently. *P. Siver*

BOTANY 493, 494 SEMINAR IN BOTANY A seminar dealing with current topics in botanical research. Student reports, papers, discussion.

Open to junior and senior majors, and to others with permission of the instructor. *Staff*

BOTANY 493A, 494A CONSERVATION BIOLOGY

BOTANY 493B, 494B GENETICALLY MODIFIED CROPS This course will explore scientific, technical, social and economic issues surrounding development and use of agricultural plant biotechnology, in particular trans-genetic crop varieties. Focus will be on implications for both mechanized crop production and more traditional agriculture. Topics will include potential impacts on human nutrition and natural ecosystems. This is the same course as Biology 493I, 494I.

Prerequisite: At least three courses in Biology, Botany or Environmental Studies. Also open to upper division Anthropology and Economics majors with permission of the instructor. Enrollment limited to 15 students. This is a designated Writing course. *Staff*

BOTANY 493K, 494K ECOLOGICAL RESTORATION This is the same course as Environmental Studies 493K, 494K. Refer to the Environmental Studies listing for a course description.

BOTANY 493M, 494M SUSTAINABLE AGRICULTURE This seminar will be an overview of current topics of food production systems in both the developed and developing world. The subject matter covered will include soil salinization, desertification, soil nutrient management, fair trade, immigrant labor, pesticide issues, biological control, local food, biotechnology, and loss of agricultural biodiversity. There will also be field trips to local agricultural operations for observation and hands on learning. This is the same course as Environmental Studies 493M, 494M.

Enrollment limited to 15 students. *B. Connolly*

BOTANY 493N, 494N BIOFUELS An examination of the use of biofuels by comparing various plant sources (*e.g.,* algae, sugar cane, poplar, switchgrass) in terms of environmental impact and economic feasibility. Discussions will draw from the fields

of plant biology, biogeography, global climate change, environmental economics, and industrial chemistry. This is the same course as Environmental Studies 493N, 494N.

Enrollment limited to 16 students. This is a designated Writing course. *R. Spicer*

BOTANY 291, 292 INDIVIDUAL STUDY Independent field and/or laboratory research work with a faculty member. Offered by individual arrangement. Course may be taken for either two or four credits.

BOTANY 391, 392 INDIVIDUAL STUDY Independent field and/or laboratory research work with a faculty member. Offered by individual arrangement. Course may be taken for either two or four credits.

BOTANY 491, 492 INDIVIDUAL STUDY Independent field and/or laboratory research work with a faculty member. Offered by individual arrangement. Course may be taken for either two or four credits.

BOTANY 497–498 HONORS STUDY

Chemistry

Professors: Branchini, Lewis, Ovaska, Zimmer; Assistant Professor: Schneider; Senior Lecturers: Fontneau, Ronau; Lecturer: Taboada; Professor Ching, *chair*

The Majors in Chemistry

The chemistry department offers four majors. All majors consist of a core curriculum plus the prescribed electives. The core courses and the optimum sequence for fulfilling them are:

Core Courses

Freshman year:

Courses 103, 104 or 107, 204

Mathematics 112 (or a more advanced calculus course)

Physics 109, 110

Sophomore year:

Courses 223, 224

Physics 107, 108 (as an alternative to Physics 109, 110)

All students are advised to elect a computer course. Students are strongly encouraged to elect individual study and research courses (Courses 229, 230, 391, 392, 491, 492, 497–498). Students considering any of the department's programs should discuss the optimum sequence of the required courses with the department chair as soon as possible. Note especially the alternating schedule of offerings for Courses 300, 307, 309, 316, 402 and 414.

The American Chemical Society Certified Major in Chemistry

The department is certified by the American Chemical Society (ACS) and offers a major approved by the ACS. The ACS curriculum is widely recognized by graduate schools, industry, etc., to be a high standard of professional education. To complete the ACS certified

major, the following additional requirements must be met: Mathematics 113 (or a more advanced calculus course); Courses 202, 214, 307, 309, 324, 401, 402, 414; two courses from among Courses 395, 396, 397, 398; and one course chosen from Courses 229, 230, 391, 392, 491, 492 or 497–498. Course 202 not required for students with credit for Course 204.

Adviser: B. Branchini

The American Chemical Society Certified Major in Chemistry/Biochemistry

The department is certified by the ACS to offer a separate approved major in chemistry/biochemistry. The advantages of the ACS certification are explained above. To complete this program of study, the following courses in addition to the core requirements must be taken: Mathematics 113 (or a more advanced calculus course); Courses 202, 214, 303, 304, 307, 309, 401; two courses from among Courses 395, 396, 397, 398; Biology 106, 206 (or 208), 309. Course 202 not required for students with credit for Course 204.

Adviser: B. Branchini

The Major in Environmental Chemistry

To complete this program of study, the following courses in addition to the core requirements must be taken: Mathematics 113 (or a more advanced calculus course); Courses 214, 316, 324, 414; two courses from Courses 395, 396, 397, 398; and one additional 300-or 400-level chemistry course with laboratory; Biology 105 and Government 260.

Adviser: M. Zimmer

The Major in Biochemistry, Cellular and Molecular Biology

The Biochemistry, Cellular and Molecular Biology (BCMB) major is designed to complement existing programs in the Biology, Chemistry and Botany departments and to recognize the importance of the interdisciplinary nature of modern biochemistry, cellular and molecular biology. To complete this major, the following courses in addition to the core requirements must be taken: Courses 303, 304; Biology 106, 208; Biology 302 or 309; two semesters of seminar courses from Biology 293, 294 or Chemistry 395, 396, 397, 398; three electives, at least one from Chemistry and one from Biological Sciences, from the following: Biology 202, 302, 309, 325, 330, 410*, 431, 493G* (or 494G*); Botany 320; Chemistry 214, 307**, 309**, 401, 417B*. Students are highly encouraged to elect Individual Study and/or Honors Study from Biology, Botany, or Chemistry.

Advisers: P. Barnes, B. Branchini, D. Eastman, M. Grossel, S. Loomis, P. Owen, T. Schneider

The Minor in Chemistry

The minor consists of *either* Courses 103, 104 *or* 107, 204, Courses 223, 224 and two additional chemistry courses that include scheduled laboratories. Students should be aware of the stated prerequisites for these courses.

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*Any Biology 493, 494 or Botany 493, 494 course that focuses on biochemistry, cell biology, or molecular biology is also an eligible elective. Credit for Biology 410, 493, 494, Botany 493, 494 and Chemistry 417B will be given only if a one semester 4-credit individual study course in Biology, Botany or Chemistry is also taken.

**Mathematics 113 is a prerequisite for Chemistry 307 and Chemistry 309.

Learning Goals in the Chemistry Major

- Understand and be able to use the material presented in foundation and upper level courses in 4 out of 5 sub-disciplines of chemistry
    - Analytical Chemistry
    - Biochemistry
    - Inorganic Chemistry
    - Organic Chemistry
    - Physical Chemistry
- Develop laboratory skills with a broad range of techniques in 4 of 5 major sub-disciplines as listed above.
- Develop critical thinking in the sciences.
- Develop skills for laboratory work, computational analysis, written and oral communication, and search/comprehension of the scientific literature.
- Have a knowledge base with problem solving skills such as the ability to
    - Develop testable hypotheses
    - Design and execute experiments
    - Analyze data
- Perform laboratory work safely and in an environmentally responsible way.
- To take personal responsibility for learning and to develop a work ethic that includes perseverance and independence.
- Foster enthusiasm and enjoyment of chemistry. Encourage curiosity and develop confidence in their scientific abilities.

Courses

CHEMISTRY 101 MOLECULAR SCIENCE Elementary chemical principles will be presented. This basic knowledge will be used to cover topics of interest such as chemical aspects of chemotherapy, the greenhouse effect, global warming, environmental chemistry, detergent chemistry and medicinal chemistry. Intended for non-science majors. Students cannot receive credit for Course 101 if they have received credit for Course 103 or 107 or the equivalent courses taken elsewhere.

Three lectures, no laboratory. Enrollment limited to 60 students. This course satisfies General Education Area 1. *A.R. Taboada, M. Zimmer*

CHEMISTRY 103, 104 GENERAL CHEMISTRY The nature and types of chemical reactions and the mass and energy relationships accompanying chemical changes will be emphasized in Course 103. Equilibrium, kinetics and electrochemistry are the primary focus of Course 104. The laboratory emphasizes basic techniques in quantitative and qualitative analysis. Five credit hours each semester. Students cannot receive credit for both Courses 103 and 107.

Three hours lecture; three hours laboratory work; one hour recitation. Chemistry 103 is prerequisite to 104. Enrollment limited to 12 students per laboratory section. Course 103 satisfies General Education Area 1. *S. Ching, M. Zimmer, V. Fontneau, M. Ronau, A.R. Taboada, Staff*

CHEMISTRY 107 ADVANCED GENERAL CHEMISTRY Fundamental concepts of chemistry presented at an accelerated level. Content includes atomic structure, chemical reactivity, energy relationships, reaction rates and equilibria. Chemical principles reinforced with lecture demonstrations and examples of current scientific interest. Students cannot receive credit for both Courses 103 and 107.

Three lectures; three hours laboratory work. Recommended for students who have very good preparation in high school chemistry or who have a strong aptitude for science. *Prerequisite*: Permission of the instructor. Enrollment limited to 12 students per laboratory section. Open to freshmen only. This course satisfies General Education Area 1. *M. Zimmer, S. Ching, Staff*

CHEMISTRY 202 PRINCIPLES OF INORGANIC CHEMISTRY Basic principles of inorganic chemistry. Topics include descriptive inorganic chemistry, structure and bonding, transition metal coordination chemistry, reaction mechanisms, solid state chemistry, electron transfer processes and bioinorganic chemistry.

Three lectures, no laboratory. *Prerequisite:* Course 104 or permission of the instructor. *M. Zimmer, S. Ching*

CHEMISTRY 204 INORGANIC CHEMISTRY Basic principles of inorganic chemistry. Topics include descriptive inorganic chemistry, structure and bonding, transition metal coordination chemistry, reaction mechanisms, solid state chemistry, electron transfer processes and bioinorganic chemistry. The laboratory emphasizes synthetic, structural and spectroscopic properties of inorganic compounds. Five credit hours.

Three lectures, three hours laboratory work. *Prerequisite:* Course 107 or permission of the instructor. Enrollment limited to 12 students per laboratory section. *Staff*

CHEMISTRY 214 ANALYTICAL CHEMISTRY Fundamentals of analytical chemistry. Introduction to sample preparation, separation techniques, volumetric, electrochemical and spectroscopic methods. Laboratory work combines classical and instrumental methods of analysis.

Three hours lecture; four hours laboratory work. *Prerequisite*: Course 104 or 204. Enrollment limited to 12 students per laboratory section. *D. Lewis, M. Ronau, and Staff*

CHEMISTRY 223, 224 ORGANIC CHEMISTRY Introduction to the chemistry of carbon compounds, emphasizing the structure, reactivity and mechanisms of reactions for the important functional group classes. Macro- and microscale laboratory work includes basic techniques, representative syntheses with instrumental methods of characterization and identification. Five credit hours each semester.

Three lectures; three hours laboratory work; one hour recitation. *Prerequisite:* Course 104 or 204. Course 223 is prerequisite to 224. Enrollment limited to 12 students per laboratory section. *B. Branchini, T. Ovaska, M. Ronau, A.R. Taboada,*

CHEMISTRY 300 MEDICINAL CHEMISTRY The chemical, physical and biological principles involved in the discovery, design, synthesis and assessment of several representative classes of medicinal agents; case histories of drug design and development.

Three lectures, no laboratory. *Prerequisite*: Courses 223, 224. Course 224 may be taken concurrently. This course is taught by adjunct members of the faculty employed by Pfizer, Inc., and is coordinated by *T. Ovaska*. Offered in 2008–2009 and in alternate years. *Adjunct Staff*

CHEMISTRY 303, 304 BIOCHEMISTRY Course 303 deals primarily with biomolecules, discussing enzyme kinetics and the structure and function of amino acids, proteins, saccharides, lipids, vitamins and coenzymes. Course 304 covers biochemical energetics, inter-

mediary metabolism, photosynthesis and the transcription of DNA. Laboratory illustrates the properties of biological molecules and introduces classical and modern biochemical techniques.

Three lectures, three hours laboratory. *Prerequisite*: Course 224. Course 303 is prerequisite to Course 304. Instructor approval is required for enrollment in Course 304. Enrollment limited to 12 students per laboratory section. Course 304 is a designated Writing course. *T. Schneider, V. Fontneau*

CHEMISTRY 307 CHEMICAL THERMODYNAMICS Development of chemical thermodynamics and its applications to a variety of chemical systems such as phase and reaction equilibria. Correlation of experimental observations with theoretical models emphasized. Laboratory focus on the acquisition and interpretation of data.

Three hours lecture; three hours laboratory work. *Prerequisite*: Course 224, Mathematics 113 and Physics 108. Physics majors who have completed Chemistry 104 or 204 may substitute a 200-level physics course for Course 224. Enrollment limited to 12 students per laboratory section. Offered first semester 2007–2008 and in alternate years. *D. Lewis and Staff*

CHEMISTRY 309 ATOMIC AND MOLECULAR STRUCTURE AND DYNAMICS An introduction to quantum mechanics and chemical bonding; atomic and molecular spectroscopy; statistical thermodynamics; the study of chemical reaction dynamics; and the study of macromolecules.

Three hours lecture, three hours laboratory. *Prerequisite*: Course 224, Mathematics 113, Physics 108. Physics majors who have completed Chemistry 104 or 204 may substitute a 200-level Physics course for 224. Enrollment limited to 12 students per laboratory section. Offered first semester 2008–2009 and in alternate years. *D. Lewis and Staff*

CHEMISTRY 316 ENVIRONMENTAL CHEMISTRY Atmospheric chemistry, tropospheric chemistry and stratospheric ozone will be covered. The course also deals with acid rain, its sources, chemistry and effects; chlorinated organic compounds; lead and mercury poisoning; natural waters; drinking water; and genetic damage.

Three lectures, no laboratory. *Prerequisite*: Courses 223 and 224. Course 224 may be taken concurrently. Enrollment limited to 20 students. Offered second semester 2007–2008 and in alternate years. *M. Zimmer*

CHEMISTRY 324 BIOLOGICAL CHEMISTRY A one-semester course covering three general areas of biochemistry: biological structures and interactions that stabilize biomolecules; biological reactions; and biological equilibria and energetics. This course is primarily intended for ACS Chemistry or Environmental Chemistry majors and does not satisfy any of the requirements for majors in ACS Biochemistry or Biochemistry, Cellular and Molecular Biology. Students who have taken Course 303 or its equivalent elsewhere cannot receive credit for Course 324.

Three lectures, no laboratory. *Prerequisite*: Course 224 or permission of the instructor. Offered second semester. *B. Branchini*

CHEMISTRY 395, 396, 397, 398 CHEMISTRY SEMINAR SERIES Lectures and discussions on current research in chemistry. Presentations by visiting scientists, Connecticut College faculty and student researchers. One hour of credit, marked as pass/not passed.

Prerequisite: Course 101 or 103 or 107. Biweekly meetings throughout the semester. These courses may be taken for a maximum of four credits. Offered every semester. *Staff*

CHEMISTRY 401 ORGANIC SPECTROSCOPIC METHODS Lecture topics include infrared, ultraviolet, nuclear magnetic resonance and mass spectroscopy as used in the identification of organic compounds. Laboratory work consists of several syntheses, including the

preparation of inorganic compounds, and involves techniques for handling reactive materials. Reactions are monitored by chromatographic methods and product structures are confirmed by spectroscopic methods.

Three hours lecture; four hours laboratory. *Prerequisite*: Course 224. Enrollment limited to 8 students per laboratory section. *B. Branchini*

CHEMISTRY 402 ADVANCED INORGANIC CHEMISTRY Inorganic synthetic methods are used to illustrate descriptive chemistry of the elements and their compounds. Techniques include dry box, inert atmosphere and vacuum line manipulations; solid state synthesis; and computational analysis. Physical measurements include kinetic and equilibrium analysis, spectroscopic methods, magnetic susceptibility, conductivity and voltammetry. Lectures discuss the chemistry of the synthesized compounds and the principles underlying their characterization.

Three hours lecture; three hours laboratory work. *Prerequisite*: Course 309, which may be taken concurrently, or permission of the instructor. Course 202 (or 204) is recommended. Enrollment limited to 12 students per laboratory section. Offered second semester 2007–2008 and in alternate years. This is a designated Writing course. *S. Ching, Staff*

CHEMISTRY 414 INSTRUMENTAL METHODS OF ANALYSIS A survey of the various instrumental methods employed in modern chemical analysis and research. Chemical and physical phenomena are related to the design and operating principles of scientific instruments. Practical applications to qualitative, quantitative and structural analysis are examined. Major topics include spectroscopic techniques, electroanalytical chemistry and chromatography.

Two lectures; four hours laboratory work. *Prerequisite:* Course 214, 224, 307 or permission of the instructor. Enrollment limited to 12 students per laboratory section. Offered second semester 2008–2009 and in alternate years. *S. Ching and Staff*

CHEMISTRY 417 ADVANCED TOPICS IN CHEMISTRY Topics will be chosen from bioinorganic chemistry, bioorganic chemistry, protein structure and function, and organic synthesis.

Three hours lecture; no laboratory. Permission of the instructor. Enrollment limited to 12 students. Offered second semester. *Staff*

CHEMISTRY 417A ORGANIC SYNTHESIS

CHEMISTRY 417B PROTEIN STRUCTURE AND FUNCTION

Individual Study and Research Courses

CHEMISTRY 229, 230 METHODS OF CHEMICAL RESEARCH Five hours per week of laboratory research supervised by a faculty member. Some library research may also be included. A written summary is required. May not be taken concurrently with Courses 391, 392, 491, 492 or 497–498. Two hours of credit.

Offered by individual arrangement. Students must submit a brief description of the proposed project for required department approval at registration.

CHEMISTRY 391, 392 INDIVIDUAL STUDY For qualified students this course offers the opportunity for advanced work in areas beyond the basic curriculum in chemistry. A written summary is required. Two options:

a. Tutorial Individual Study: Reading and discussion of topics in chemistry.

b. An independent laboratory or research project carried out under the direction of a faculty member. Ten hours per week in the laboratory is expected.

Offered by individual arrangement. Students must submit a brief description of the proposed project for required department approval at registration.

CHEMISTRY 491, 492 ADVANCED INDIVIDUAL STUDY For students meeting the prerequisites, this course offers the opportunity for advanced work in areas beyond the basic curriculum in chemistry. A written summary is required. Two options:

a. Tutorial Individual Study: Reading and discussion of topics in chemistry.
b. An independent laboratory or research project carried out under the direction of a faculty member. Ten hours per week in the laboratory is expected.

Offered by individual arrangement. Students must submit a brief project proposal for department approval at registration. *Prerequisite*: Courses 391, 392 or permission of the instructor.

CHEMISTRY 497–498 HONORS STUDY

Classics

Professor: Moorton; Assistant Professor: Adler; Visiting Lecturer in Arabic: Athemneh; Professor Held, *chair*

Associated Faculty in Medieval Studies:
Professor: Paxton (History); Associate Professor: Alchermes (Art History and Architectural Studies)

The Major in Classics

Classics majors must select one of the following three concentrations:

Classical Languages: Students must complete a total of nine courses in Greek, in Latin, or in a combination of both languages, at least two of which must be at the advanced level. Students may, in consultation with the department, substitute two classics courses taught in English.

Classical Studies: Students must complete eleven courses from the following set of requirements, six of which must be at the 200 level or higher:

1. Classics 101 and 102.
2. Either Classics 104 or Art History 121.
3. Two 200-level courses in Classics. In place of one of these courses, students may substitute a freshman seminar taught by a faculty member in Classics.
4. Four courses in Greek, in Latin, or in a combination of both languages.
5. Two of the following: Classics 300, 314, 315, 316, 317, 391, 392. Students may also satisfy this requirement by completing Classics 497–498.

Classical and Medieval Studies: Students must complete eleven courses from the following set of requirements, six of which must be at the 200 level or higher:

1. One course in Arabic, Greek, or Latin at the intermediate or advanced level.
2. Four of the following: Art History 121; Classics 101, 102; History 231; Religious Studies 158.
3. Four of the following: Art History 222, 238, 248, 260, 305; Classics 230, 314; Government 211; Hispanic Studies 301; History 232, 249; Music 247; Philosophy 241; Religious Studies 114, 203, 207; Slavic Studies 248.
4. One of the following: Art History 493C/494C, 493Q/494Q; English 333, 334; History 443; Italian 302; Medieval Studies 493L/494L; Religious Studies 493L/494L. In addition, students must complete either a second course from the preceding list or one of the following: Medieval Studies 491, 492; Classics 497–498.

Advisers: E. Adler, D. Held, R. Moorton (*Classical Languages* and *Classical Studies*); J. Alchermes, K. Bleeth, F. Paxton (*Classical and Medieval Studies*)

The Minor in Classics

Classics minors must select one of the following four concentrations:

Latin: Students must complete five courses in Latin, including either Latin 301 or 302.

Greek: Students must complete five courses in Greek, including either Greek 301 or 302.

Classical Studies: Students must complete the following requirements:

1. Two of the following: Classics 101, 102, 104.
2. Two of the following: Classics 200, 203, 204, 210, 222.
3. One of the following: Classics 300, 314, 315, 316, 391, 392.

Classical and Medieval Studies: Students must complete the following requirements:

1. Classics 102.
2. One of the following: Art History 248, 260; Slavic Studies 248.
3. History 231 and 232.
4. One of the following: English 333, 334; Italian 302; Religious Studies 114, 203; Medieval Studies 491, 492.

Learning Goals in the Classics Major

The discipline of Classics comprises the study of Greek and Roman antiquity. It is an inherently interdisciplinary program which disposes students to look for connections which can link disparate areas of human experience.

Students majoring in Classics gain insight into the foundations of the modern Western world. They come to understand the achievements of Greek and Roman antiquity and how they illuminate many ideas and aspects of the contemporary world. Students will gain experience and insight in all the fields which constitute and support Classics. These include the study of Latin and Greek, ancient art and architecture, literary criticism, philosophy and the physical remains of antiquity (archeology). In addition to courses in Latin and Greek which provide the foundation of English and modern Romance languages, students will find avail-

able to them a broad spectrum of traditional Classics courses in translation, including Greek and Roman civilization, epic, tragedy, Greek philosophy, and Roman political history.

To the extent that it is practical, students majoring in Classics will encounter a variety of theories both traditional and modern that apply to Classics. They will thus learn how different interpretative frameworks can be applied to the constituents of a discipline. These theories may include feminism, structuralism, deconstruction, post-colonial theory, eurocentricity (*e.g.,* orientalism), and occidentalism (the prejudice that inverts the errors of orientalism), Marxism, Freudianism, multiculturalism, nationalism, and transnationalism. Importantly, students will develop a critical spirit and a suspicion of ideology.

Students will understand the Classical world as part of a community of ancient cultures (*e.g.,* Egypt, Israel, Persia, Phoenicia, the various Mesopotamian Empires, etc.). They will learn the vital role that Classics played in the foundation of subsequent civilizations such as Christian Europe, Byzantium, and Islam, and through them the modern world. They will attain a sense Classics' role had in the foundation of the liberal arts, which were originally the ancient educational groups the Trivium (Grammar, Rhetoric/Literature, and Logic), and the Quadrivium (Arithmetic, Geometry, Music, and Astronomy). The students should understand that Classics is common ground on which most disciplines can meet in disciplinary cross-fertilization.

One of the most important goals of Classics is to teach students to think, read, and write critically and clearly. Classics faculty do this by the example of their professional practice; by the encouragement of logical rigor, intellectual honesty, and fairness in the student. A notable goal is to develop skills in close reading, both of primary texts and secondary scholarship. Students learn how to analyze in detail, and how to describe the results of analysis in interpretative and research essays. This ability enables Classics students to work in numerous professions. Our graduates have gone into such fields as education, museum work, law, government, medicine, business and religious ministry. There are many other fields which would benefit from students trained in Classics.

Courses

In Greek

GREEK 101, 102 ELEMENTARY GREEK A beginner's course in Greek, designed to develop rapidly the student's ability in reading 5th- and 4th-century Attic Greek, Homer, and Herodotus. Grammar and vocabulary are integrated into texts which acquaint the student directly with characteristics of Greek culture.

Open only to students with fewer than two years of Greek at entrance. Enrollment limited to 20 students. *D. Held*

GREEK 201 PLATO AND ATTIC PROSE A continuation of the integrated approach designed to facilitate rapid reading in Greek prose writers.

Prerequisite: Greek 102 or two or three years of Greek at entrance. Enrollment limited to 20 students. *D. Held*

GREEK 202 HOMER Selections from *The Iliad* and *The Odyssey*. Study of Homeric poems as oral literature.

Prerequisite: Greek 201 or permission of the instructor. Enrollment limited to 20 students. *R. Moorton*

GREEK 301, 302 SELECTED GREEK AUTHORS Designed to fit the needs and interests of advanced students in Greek literature. Readings in such representative authors and fields

as Plato, Greek tragedy and comedy, lyric and elegiac poetry, Herodotus, Thucydides, and biblical Greek.

Prerequisite: Three or four years of Greek at entrance; or Greek 201 or 202; or permission of the instructor. The course may be repeated for credit with the contents changed. Enrollment limited to 20 students. *Staff*

GREEK 391, 392 INDIVIDUAL STUDY Advanced study on a subject to be chosen by the student in consultation with the department.

In Latin

LATIN 101, 102 ELEMENTARY LATIN An introduction to the fundamentals of the Latin language with reading of easy passages from the Roman authors. Stress will be laid on developing a facility in reading classical Latin.

Three hours weekly. Open only to students with fewer than two years of Latin at entrance. Enrollment limited to 20 students. *E. Adler*

LATIN 201, 202 INTERMEDIATE LATIN PROSE AND POETRY First semester: A review of grammar and syntax providing a transition from learning grammar to reading Latin texts by a variety of authors. Second semester: Selected books of Virgil's *Aeneid*.

Prerequisite: Latin 201 or permission of the instructor is a prerequisite for Latin 202. Enrollment limited to 20 students. *D. Held, Staff*

LATIN 301, 302 READINGS IN LATIN AUTHORS Topics are designed to fit the needs and interests of students with advanced standing in Latin. The course may be repeated for credit with the contents changed.

Prerequisite: Four credits of Latin at entrance or permission of the instructor. Enrollment limited to 20 students. *Staff*

First semester:

LATIN 301A CATULLUS AND CICERO
LATIN 301B COMEDY: PLAUTUS AND TERENCE
LATIN 301C SALLUST AND LUCRETIUS

Second semester:

LATIN 302D HORACE AND OVID
LATIN 302E LIVY AND TACITUS
LATIN 302F PETRONIUS AND APULEIUS

LATIN 391, 392 INDIVIDUAL STUDY Advanced study on a subject to be chosen by the student in consultation with the department.

In English

CLASSICS 101 GREECE The history and archaeology of Greece from the Bronze Age to the time of Alexander the Great, with special attention to the history of the Athenian democracy.

Enrollment limited to 40 students. This course satisfies General Education Area 7. *D. Held*

CLASSICS 102 THE ROMAN WORLD This course examines Roman civilization from its inception to the fall of the Roman Empire. It focuses on the major achievements in the history, literature, art, philosophy, and religion of the Romans.

Enrollment limited to 40 students. This course satisfies General Education Area 7. *E. Adler*

CLASSICS 104 CLASSICAL MYTHOLOGY A study through reading, illustrated lectures, and discussion of the more important myths of Greece and Rome and of their relation to literature, art, and religion. Some consideration will be given to comparative mythology and to the structural analysis of myth.

Enrollment limited to 40 students. This course satisfies General Education Area 6. *R. Moorton*

CLASSICS 200 DIONYSUS: CULTURE AND THE IRRATIONAL A comparative study of classical and modern significations of the irrational. Emphasis on the classical background to modern versions of eros, transcendence, and madness.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *D. Held*

CLASSICS 203 CLASSICAL EPIC A study of ancient epic with special emphasis on Homer's *Iliad* and *Odyssey*, and Virgil's *Aeneid.* Other examples of epic literature will be included. Attention will be given to the development of oral and written forms of epic and to epic's influence on later literature

Enrollment limited to 30 students. This course satisfies General Education Area 4. *R. Moorton*

CLASSICS 204 GREEK TRAGEDY A reading of the tragedies of Aeschylus, Sophocles, and Euripides with emphasis on their cultural, political, and social values. Study of Aristotle's *Poetics* and classical theory of literary criticism. Consideration will be given to the origin and development of Greek drama, the ancient Greek stage, and the influence of classical tragedy on later literature.

Enrollment limited to 30 students. This course satisfies General Education Area 4. *R. Moorton*

CLASSICS 210 GREEK AND ROMAN ETHICS Greek ethical thought from the Sophists, Socrates, Plato, and Aristotle to Epicurus and the Stoics with attention to the Roman development of these views. Topics include pleasure, the nature of goodness, happiness, love, and friendship in relation to the political and social background of ancient society. This is the same course as Philosophy 230.

Enrollment limited to 30 students. This course satisfies General Education Area 6. *D. Held*

CLASSICS 216 WARFARE IN GRECO-ROMAN ANTIQUITY An examination of the practice of war in ancient Greece and Rome. The focus will be on the conduct of war by classical states from the early polis period of Greece to the Roman Empire under Augustus, with attention to asymmetrical warfare and the campaigns of great enemies of Greece and Rome. The course concentrates on land warfare with attention to the development and use of naval forces. Topics include war and the state, reasons for war, the moral rationale of conflict, strategy and tactics, logistics, the training of officers and men, pivotal battles, and great commanders such as Epaminondas, Alexander, Hannibal, Marius, and Caesar.

Enrollment limited to 30 students. This course satisfies General Education Area 7. *R. Moorton*

CLASSICS 217 GREEK AND ROMAN RELIGIONS An examination of the practices and beliefs of the ancient Greeks and Romans from the Classical Period to Late Antiquity. Students explore the basic dynamics of ancient Greek and Roman religious practices, how certain elements remained stable over time, and how others changed in response to the experience of empire and rise of Christianities. This is the same course as Religious Studies 217.

Prerequisite: Open to freshmen and sophomores. Enrollment limited to 30 students. This course satisfies General Education Area 6 and is a designated Writing course. *T. Wellman*

CLASSICS 219 SEXUALITY AND EROS IN CLASSICAL ANTIQUITY An examination of sexuality, gender, and the characterization of the erotic in ancient Greece and Rome as reflected in literature, philosophy, and material culture.

Enrollment limited to 30 students. *D. Held*

CLASSICS 222 ANCIENT COMEDY In this course we will read the ancient comedies of Aristophanes, Plautus, and Terence. We will analyze the comic forms and themes of the plays, and what the works reveal of the societies that produced them.

Enrollment limited to 30 students. This course satisfies General Education Area 4. *R. Moorton*

CLASSICS 229 PROPAGANDA AND TRUTH IN THE AGE OF AUGUSTUS An examination of the program and politics of Augustus, the first emperor of Rome, including modern interpretations of him as either benevolent or cunningly manipulative. Emphasis on the historical, literary, artistic, and cultural aspects of his rule, particularly on the use of propaganda to solidify political power. This is the same course as History 229.

Enrollment limited to 30 students. This course satisfies General Education Area 7. *E. Adler*

CLASSICS 230 ROMAN IMPERIALISM AND ITS CRITICS An examination of Roman imperialism, with particular emphasis on the differing views of modern scholars. The class will also focus on the general nature of imperialism, and the influence of contemporary political views regarding modern imperialism on assessments of the Roman world. This is the same course as History 230.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7. *E. Adler*

CLASSICS 234 THE TRANSFORMATION OF WESTERN CULTURE A study of the profound kinship and contradictions between classical antiquity and Western modernity through a series of parallel readings of thematically linked ancient and modern texts: Homer's *Odyssey* and Nikos Kazantzakis' *The Odyssey: A Modern Sequel*; Sophocles' *Philoctetes* and Defoe's *Robinson Crusoe*; Tacitus' *Agricola* and Camus' *The Stranger*; and Cicero's *Dream of Scipio* and John Varley's *Steel Beach*.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. *R. Moorton*

CLASSICS 241 ATHLETICS IN GREECE AND ROME An exploration of the significance of sports in classical culture, from the Olympic games to Rome's gladiatorial games. Topics include the athletic events themselves; the archaeology and art of ancient athletics; presentations of athletics in literature and philosophy; and the relation of such cultural values as excellence, fame, and physical-mental harmony to athleticism.

Enrollment limited to 30 students. *D. Held*

CLASSICS 300 SELECTED TOPICS IN CLASSICS Topics to be chosen in accordance with student interest.

Prerequisite: Two courses at the 200 level.

CLASSICS 314 GRECO-ROMAN HISTORIOGRAPHY An examination of the ways in which the ancient Greeks and Romans wrote history. The course focuses on a variety of ancient authors and includes examinations of historical subgenres, such as biography, world history, monographs, and annals. Student will read secondary scholarship on ancient historians embodying different perspectives on Greco-Roman historiography. This class will also

discuss modern historiography and its influence on our perceptions of Greek and Roman historians. This is the same course as History 314.

Open to sophomores, juniors, and seniors. Enrollment limited to 16 students. *E. Adler*

CLASSICS 315 PLATO An intensive study of Plato's philosophy with emphasis on his metaphysics, epistemology, and cosmology. This is the same course as Philosophy 330A.

Open to classics and philosophy majors and minors, and to others with permission of the instructor. Enrollment limited to 16 students. *D. Held*

CLASSICS 316 EMOTION AND VIOLENCE IN CLASSICAL THOUGHT An examination of the experience and expression of violence, and the instability assigned to emotions generally in Greek and Roman culture. Evidence found in ancient literature will be considered, with attention to the philosophical analysis of the emotions in human life from Plato to Seneca.

Prerequisite: A course in classics or philosophy, or permission of the instructor. Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *D. Held*

CLASSICS 317 EARLY GREECE AND WESTERN CIVILIZATION: A DISPUTED LEGACY An examination of the foundations of ancient Greek civilization. Through an analysis of the historical, archaeological, and linguistic evidence, the course will shed light on the so-called *Black Athena* Controversy, which raised doubts about the ancient Greek contribution to Western culture. The course also focuses on the impact of modern politics on scholarly discussions of antiquity and the ways in which the Culture Wars of the 1980s and 1990s have influenced analyses of the ancient Greek world. This is the same course as History 317.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *E. Adler*

CLASSICS 380 GRAND STRATEGY, ANCIENT AND MODERN A theoretical and practical study of the comprehensive ways—diplomatic, military, economic, cultural—in which civilizations and states advance their values and interests in the world vis-à-vis other civilizations and states. Readings range from classic texts such as those of Sun Tzu and Thucydides to modern case studies and secondary literature. A major course emphasis is to encourage a holistic approach to the subject matter and to engage broad questions of why and how civilizations and states wax and wane. This is the same course as Government 493L, 494L.

Open to juniors and seniors. Enrollment limited to 16 students. This is a designated Writing course. *E. Adler and W.J. Coats*

CLASSICS 391, 392 INDIVIDUAL STUDY Advanced study on a subject to be chosen by the student in consultation with the department.

MEDIEVAL STUDIES 493L, 494L TO HELL AND BACK: PAGAN, CHRISTIAN, AND MODERN VISIONS OF HUMANITY This is the same course as Religious Studies 493L, 494L. Refer to the Religious Studies listing for a course description.

MEDIEVAL STUDIES 491, 492 INDIVIDUAL STUDY Advanced study on a subject to be chosen by the student in consultation with the department.

CLASSICS 497–498 HONORS STUDY

Cognitive Science

Cognitive science approaches aspects of human cognition from the perspectives of psychology, computer science, linguistics, philosophy, and neuroscience. There is no cognitive science major.

The Minor in Cognitive Science

The minor consists of Linguistics 110, Computer Science 316, Psychology 307, and at least two courses selected from Anthropology 314, Biology 314, Computer Science 310, Human Development 306, Philosophy 226, Psychology 314, 343, or an appropriate Individual Study or course approved by an adviser in cognitive science.

Advisers: A. Devlin, R. Grahn, O. Izmirli, G. Parker, J. Schroeder

College Courses

The category College Courses was created by the faculty to provide opportunities for study that reach across or beyond the bounds of existing departments and interdepartmental programs. College Courses carry normal academic credit and may be elected by any eligible student.

ARABIC 101, 102 ELEMENTARY ARABIC An introduction to the writing and reading system of Modern Standard Arabic, with attention to basic listening comprehension and speaking skills. Four 50 minute class meetings per week, plus an additional practicum hour (to be arranged) concentrating on spoken Arabic. Four credit hours each semester.

Prerequisite: Course 101 is prerequisite for Course 102. Enrollment limited to 20 students. *Staff*

ARABIC 120 ARABIC LITERATURE AND CULTURE FROM THE QUR'ĀN TO MAFOUZ AND BEYOND Evolution of Arabic literary culture from the codification of the Qur'ān (7th century) to the present, with a focus on the continuity and change of literary styles, the thematic development of literary works, and social and historical contexts. This course is taught in English; no knowledge of Arabic is required.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *C.J. Wang*

ARABIC 201, 202 INTERMEDIATE ARABIC A study of Modern Standard Arabic, with emphasis on grammar and expansion of vocabulary, as well as current events and cultures of Arabic-speaking societies. Attention will be given to reading, writing, listening comprehension, and speaking skills.

Prerequisite: Two or three years of Arabic at entrance, or Courses 101 and 102. Enrollment limited to 20 students. *Staff*

ARABIC 250 MUHAMMAD For Muslims, Muhammad is the genealogical and spiritual heir to Abraham, the founder of monotheism. His life inspires millions of people. And yet, Muhammad remains the most misunderstood and mysterious religious figure of all time. This seminar focuses on primary Arabic prose and poetry in English translation, academic

works on "the historical Muhammad," the Danish cartoon controversy, films, and new video and musical releases in praise of Muhammad the Beloved. No knowledge of Arabic required.

Enrollment limited to 30 students. This is a designated Writing course. *B. von Schlegell*

ARABIC 291, 292 INDIVIDUAL STUDY

ARABIC 391, 392 INDIVIDUAL STUDY

ARTS AND TECHNOLOGY 110 INTRODUCTION TO NEW MEDIA AND DIGITAL ART An introduction to concepts, theories, and methodologies of new media; to issues of identity/corporeality, race, and gender within networked and virtual environments; and to a diverse array of social, artistic, and political practices using digital technology.

Enrollment limited to 30 students. *Staff*

ARTS AND TECHNOLOGY 201 TOPICS IN THE HISTORY OF ARTS AND TECHNOLOGY Examination of the historical and contemporary impact of the intersection of arts and technology. Team taught, this course offers critical analysis and examination of the availability and influence of technology on artists, artistic styles, trends, materials, and philosophy, as well as how artistic expression helped drive innovation and technological development.

Open to all students. Enrollment limited to 30 students. *Ammerman Center Faculty*

ARTS AND TECHNOLOGY 270 CREATIVE MYTHMAKING IN A DIGITAL AGE This is the same course as Film Studies 270. Refer to the Film Studies listing for a course description.

ARTS AND TECHNOLOGY 401, 402 SENIOR SEMINAR IN ARTS AND TECHNOLOGY Presentations, discussions, and exercises related to issues, analyses, and critical evaluation of works that represent the interaction of arts and technology. Focus on contemporary works and senior projects. Students will develop informal and formal oral presentations, as well as digital documentation of their senior projects. Open to seniors enrolled in the Ammerman Center's certificate program. One semester-hour credit each semester (pass/not passed).

Prerequisite: Course 401 is prerequisite for Course 402. Students must be concurrently enrolled in an individual study and must have completed all other required courses for the certificate program. Enrollment limited to 16 students. *Ammerman Center Faculty*

ARTS AND TECHNOLOGY 491, 492 INDIVIDUAL STUDY

ARTS AND TECHNOLOGY 499 INDIVIDUAL STUDY Eight hours credit.

COMMUNITY ACTION 201 PUBLIC POLICY AND SOCIAL ETHICS Examination of tensions among individual wants, community needs and citizens' responsibilities, and how these tensions are affected by cultural, economic and social arrangements as well as globalization forces. Analysis of social ethics, and commitment to universal satisfaction of basic needs, reduction of poverty and inequality. Case studies of programs, related policies and their outcomes.

Only open to students enrolled in the Holleran Center's Certificate Program in Community Action. Concurrent enrollment in Community Action 201A required. *Staff*

COMMUNITY ACTION 201A PICA: COMMUNITY LEARNING SEMINAR Students will develop skills in community participation, conflict negotiation, and leadership through classroom exercises, discussions, and community work. Students will engage in service learning partnerships with New London community organizations. A variety of partnership opportunities will be available. Two credit hours, four hours once a week.

Only open to students enrolled in the Holleran Center's Certificate Program in Community Action. Concurrent enrollment in Community Action 201 required. *Holleran Center Faculty*

COMMUNITY ACTION 301, 302 JUNIOR COMMUNITY LEARNING SEMINAR In this course, Holleran Center Program in Community Action (PICA) students will further develop their knowledge and skills in community action. Students will engage in a supervised service-learning or action research project in the local community. This course is offered both semesters; PICA juniors must participate for at least one. Two credit hours. This course may be repeated for credit once.

Prerequisite: Community Action 201 and 201A, or permission of the instructor. Enrollment limited to 15 students. *Staff*

COMMUNITY ACTION 401, 402 SENIOR SEMINAR IN COMMUNITY ACTION AND PUBLIC POLICY This course provides Holleran Center Program in Community Action (PICA) students with an opportunity to discuss and integrate their educational experiences. Students will reflect on summer internship experiences, consolidate learning across coursework, internship, community learning, skills workshops, and the senior project, and develop effective oral and written presentations. One credit hour, marked as pass/not passed.

Prerequisite: Community Action 301 or 302 or permission of the instructor. Enrollment limited to 30 students. *Staff*

COMPARATIVE RACE AND ETHNICITY 206 THEORIZING RACE AND ETHNICITY This is the same course as American Studies 206. Refer to the American Studies listing for a course description. *D. Kim*

COMPARATIVE RACE AND ETHNICITY 231 ASIAN AMERICANS AND RACIALIZATION IN THE UNITED STATES An examination of Asian American racialization within the context of the changing racial dynamics in the United States. Utilizing texts from a variety of disciplines, the course explores how the study of Asian American racialization can provide a distinct perspective on issues such as immigration policy, nation building, labor migration, transnational capital flow, and changing class dynamics in postindustrial urban America. The course also examines the limitation of a black and white racial paradigm in understanding Asian American experiences. This is the same course as American Studies/Anthropology 231.

Enrollment limited to 40 students. *S. Lan*

COMPARATIVE RACE AND ETHNICITY 233 INTRODUCTION TO ASIAN AMERICAN CULTURES An examination of the multi-faceted dimensions of Asian American lives and communities through the lenses of ethnography, film, music, the internet, and other media. The course follows several themes including race and ethnicity, food ways, youth cultures, religion, gender, and sexuality. This is the same course as American Studies/Anthropology 233.

Enrollment limited to 30 students. *S. Lan*

COMPARATIVE RACE AND ETHNICITY 238 RACE AND IMMIGRATION This course bridges the gap between a U.S. centered study of race relations, and a transnational approach generated by recent scholarship on transnational migration. Topics include U.S. immigration law, U.S. nation building, the ethnic enclave myth, the ghetto thesis, interethnic conflicts, globalization, and gendered labor. This is the same course as American Studies/Anthropology 238.

Enrollment limited to 30 students. *S. Lan*

COMPARATIVE RACE AND ETHNICITY 350 EDUCATION AND THE REVOLUTIONARY PROJECT IN LATIN AMERICA This is the same course as American Studies/Education/Gender and Women's Studies 350. Refer to the Education listing for a course description.

COMPARATIVE RACE AND ETHNICITY 393, 394 ADVANCED RACE AND ETHNIC STUDIES This course is designed for fellows associated with the Center for the Comparative Study of Race and Ethnicity who will participate in a student-led seminar supervised by the director of the CCSRE, work as liaisons to different centers and programs at the College (*e.g.,* Unity House, LGBTQ Resource Center, Holleran Center), or create student-designed projects for the CCSRE. Two hours of credit, marked as pass/not passed. The course may be repeated for a total of eight credits.

Prerequisite: Permission of the director of CCSRE. *D. Kim*

COMPARATIVE RACE AND ETHNICITY 404 COMPARATIVE RACIAL FORMATIONS: ASIAN AMERICANS, AFRICAN AMERICANS, AND LATINOS An integrated and comparative study of the racialized experiences of three minority groups: Asian Americans, African Americans, and Latinos. The aim of the course is to help students understand that race and racial categories are socially constructed and historically contingent. The course examines the relationship between the racialization of Asian Americans and the divergent experiences of African Americans and Latinos. The course also provides a critical reflection on contemporary rhetoric regarding multiculturalism and colorblindness. This is the same course as American Studies/Anthropology 404.

Open to juniors and seniors. A course relating to race and ethnicity is recommended. Enrollment limited to 16 students. *S. Lan*

COMPARATIVE RACE AND ETHNICITY 407 LA CARAÏBE FRANCOPHONE HIER ET AUJOURD'HUI (In French) This is the same course as French 407. Refer to the French listing for a course description.

COMPARATIVE RACE AND ETHNICITY 420 THE WOMAN'S BODY IN AFRICAN LITERATURE AND CINEMA (In French) This is the same course as French/Gender and Women's Studies 420. Refer to the French listing for a course description.

HEBREW 101, 102 ELEMENTARY HEBREW Introduction to the fundamentals of classical Hebrew, developing facility in both biblical texts and modern spoken language.

Prerequisite: Course 101 is prerequisite for 102. *Staff*

HEBREW 201 INTERMEDIATE HEBREW I Reading and discussion of selected works in Hebrew. Designed to increase proficiency across the wide spectrum from biblical to medieval literature, with emphasis on grammatical precision and vocabulary development in reading, writing, and oral expression.

Prerequisite: Four years of Hebrew at entrance or Hebrew 102. Offered in alternate years. *Staff*

HEBREW 202 INTERMEDIATE HEBREW II Reading and discussion of selected works in Hebrew. Designed to increase proficiency across the wide spectrum from medieval to modern literature, with emphasis on grammatical precision and vocabulary development in reading, writing, and oral expression.

Prerequisite: Hebrew 201. Offered in alternate years. *Staff*

HEBREW 291, 292 INDIVIDUAL STUDY

HUMANITIES 258 MODERNISMS A cross-cultural examination of Modernism as an international cultural movement. Topics may include French Symbolism, German Expressionism, Russian Futurism, and Spanish Surrealism. Core concepts explored throughout the course include changing attitudes toward language, subjectivity, temporality, and new artistic forms.

Students majoring in Slavic Studies, German Studies or Hispanic Studies may count the course toward the major, with the approval of the appropriate department chairperson, providing they complete relevant reading and writing assignments in the language. This course satisfies General Education Area 4. *A. Lanoux and Team Taught*

INTERDISCIPLINARY 491, 492 INDIVIDUAL STUDY

INTERDISCIPLINARY 497–498 HONORS STUDY

INTERNATIONAL STUDIES 201 PERSPECTIVES ON MODERN GLOBAL SOCIETY The origins and dynamics of modern global society and some of the material and spiritual challenges that confront it.

Open only to students in the CISLA certificate program. This is a designated Writing course. *R. Gay*

INTERNATIONAL STUDIES 230 A LITERATURE OF TRAUM—THE PARTITION OF INDIA IN FICTION AND FILM Accompanied by a genocide sometimes called "the silent holocaust," the Partition has been the focus of an important body of literature and film. The course explores traumatic experiences in these works, and how violence and rupture undermine nationalist imaginaries, opening up processes of nation-making. This is the same course as English 230.

Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *S.N. Naqvi*

INTERNATIONAL STUDIES 346 HISTORICAL ANTHROPOLOGY OF SOUTH ASIA An examination of key aspects of modern South Asian culture and society at the intersection of anthropology and history, such as caste, communalism, and colonialism. The guiding insight is that cultural experience happens in time. Readings include some of the most critical work in the contemporary study of South Asia. This is the same course as Anthropology 346.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *S.N. Naqvi*

INTERNATIONAL STUDIES 401 NEW PERSPECTIVES ON MODERN GLOBAL SOCIETY A synthesis of information, technology, theory, practical experience and ethical debate related to themes selected by the participants. Two credit hours, marked as pass/not passed.

Open only to students in the CISLA certificate program. *R. Gay*

INTERNATIONAL STUDIES 410 MUSLIM POSTCOLONIAL MELANCHOLIA An historical study of catastrophe, irreparable loss, impasse, and helplessness in the postcolonial Muslim world. Readings from psychoanalysis, historiography, and postcolonial theory help illuminate Muslim novels from across the postcolonial world: Elias Khoury, *Age of the Sun* (Palestine); Naguib Mahfouz, *Miramar* (Egypt); Abdullah Hussein, *The Weary Generations* (South Asia); Intizar Hussain, *Basti* (South Asia); Tayeb Salih, *Season of Migration to the North* (Sudan); Cheikh Hamidou Kane, *Ambiguous Adventure* (Senegal). This is the same course as English 410.

Open to juniors and seniors with permission of the instructor. Enrollment limited to 16 students. *S.N. Naqvi*

INTERNSHIP 294 FIELD WORK: CELS INTERNSHIP PROGRAM Supervised practical training in various fields. Enrollment in the course is contingent upon successfully obtaining an internship approved by the Director of Funded Internships and a faculty member. Prior to the internship, students must find a faculty sponsor who will determine academic requirements and evaluate completed work. The internship should be related to the practical application of the academic discipline of the sponsoring faculty member. The internship should consist of a minimum of 100 hours of practical training with on-site supervision. The on-site supervisor will be required to verify completion of the internship hours and will be asked to submit an evaluation to the faculty sponsor. One hour of credit, marked as pass/not passed.

This course may be repeated for credit. For restrictions on the number of one-credit courses that can be applied toward the minimum degree requirements, see page 338 of the undergraduate catalog. Please note that this course does not meet the requirement of Curricular Practical Training (CPT) for F-1 students.

LIBERAL ARTS 201 ROMAN ORIGINS OF THE LIBERAL ARTS TRADITION A study of the origins of the liberal arts in republican Rome and their transformation in the Renaissance.

Open to sophomores, juniors and seniors or by permission of the instructor. This course is taught in SATA programs only. *R. Proctor*

MUSEUM STUDIES 491, 492 INDIVIDUAL STUDY

RESIDENTIAL SCHOLARS 393, 394 LIBERAL EDUCATION AND THE RESIDENTIAL STUDENT This course is designed for Residential Scholars who will participate in a seminar exploring the nature of liberal education and will develop intellectual programming for residence halls in conjunction with the Faculty Fellows program. Supervised by the Dean of Studies or the Faculty Fellow Coordinator. Two hours of credit, marked as pass/not passed. These courses may be taken for a total of four credits.

Open to Residential Scholars. Enrollment limited to 22 students. *T. Ammirati*

SOUTH AFRICA 301 SOUTH AFRICA: NO EASY WALK TO FREEDOM Apartheid and post-apartheid life as seen through novels and autobiographies of black and white South Africans. A study of Nelson Mandela, the prisoner, negotiator and president. Books by Andre Brink, J.M. Coetzee, Miriam Mathabane, Albie Sachs and Alistar Sparks. Twenty hours of Community Service. Field trips to local cultural events and sites may include cricket matches, Table Mountain and Robben Island. This course is taught in SATA programs only. *M. Zimmer*

STUDY ABROAD/TEACH ABROAD 101 An administrative course for students participating in Study Abroad/Teach Abroad. 12 credit hours. Permission of the instructor required.

Computer Science

Professor: Baird; Associate Professor: Izmirli; Assistant Professor: Chung; Associate Professor Parker, *chair*

Courses provide students with computer science theory and skills, equipping them for research or practical application.

The Major in Computer Science

The major consists of Mathematics 210, Computer Science 110, 212, 219, 304, 315 or 326, two semesters of computer science research (Honors Study or two semesters of 495/496), a one-credit colloquium series (499), and five or more courses chosen from the following: computer science courses at the 200 level or higher, and Mathematics 226. Each individualized program of study will incorporate depth in a particular area, related research, and interdisciplinarity. Students are strongly encouraged to complete a summer internship approved by the department.

Advisers: B. Baird, C. Chung, O. Izmirli, G. Parker

The Minor in Computer Science

The minor consists of Computer Science 110, 212, 219, and two or more courses chosen from the following: computer science courses at the 200 level or higher (excluding 499), Mathematics 210. Only one course may count toward both a major and a minor, but other approved courses at the same level or higher may be substituted.

Learning Goals in the Computer Science Major

A computer science major at Connecticut College will enter a variety of learning environments and gain an understanding of the discipline through courses, independent research, colloquia, workshops, internships, and seminars.

Emphasis is placed on the student's ability to solve problems and think independently as well as understand the role of computer science in and amongst the liberal arts. Upon completing a challenging course of study, the student will be expected to possess a collection of broad characteristics and have acquired a specific set of capabilities and skills: cognitive capabilities and practical skills related to computer science and additional transferable skills of a general nature that are applicable in many other contexts. The specific capabilities and skills are listed below.

Cognitive Capabilities and Skills Relating to Computer Science

- Knowledge and Understanding: Demonstrate knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science and software applications; be able to incorporate technical results into that knowledge and understanding.
- Modeling: Use such knowledge and understanding in the modeling and design of computerbased systems in a way that demonstrates understanding of the requirements, comprehension of the tradeoff involved in design choices, and awareness of critical evaluation and testing.
- Professional Responsibility: Recognize and be guided by the social, professional, and ethical issues involved in the use of computer technology.

- Liberal Arts: Understand the discipline of computer science as a liberal art and actively engage in exploring its connections to other disciplines.

Practical Capabilities and Skills Relating to Computer Science

- Problem-solving: Use appropriate theory, practices, and tools to specify, design, implement, test, and evaluate systems to solve problems in computer science and other fields.
- Applications: Understand applications of computer science in a range of fields.
- Tools and Operation: Deploy effectively the tools used for the construction and documentation of software and be able to operate computing equipment and software systems effectively.
- Research: Use computer science knowledge to conduct original research; read, understand, and produce technical papers.

Additional Transferable Skills

- Communication: Be able to make succinct presentations to a range of audiences about technical problems and their solutions.
- Teamwork: Be able to work effectively as a member of a development team.
- Numeracy: Be able to understand and explain the quantitative dimensions of a problem.
- Self Management: Manage one's own learning and development, including time management and organizational skills.
- Professional Development: Keep abreast of current developments in the discipline in order to continue one's own professional development.

Courses

COMPUTER SCIENCE 105 OPEN SOURCE SOFTWARE FOR HUMANITY An introduction to free and open source software (FOSS) and its applications to humanitarian issues. Participants will learn to write web-based application software using FOSS tools while contributing to a real open source humanitarian project.

Enrollment limited to 30 students. This course satisfies General Education Area 2. *Staff*

COMPUTER SCIENCE 110 INTRODUCTION TO COMPUTER SCIENCE AND PROBLEM SOLVING An introduction to programming and problem solving with computers. Practical applications in a wide range of fields will be covered; the current programming language is Python. Important topics in computer science will also be discussed. No prior programming experience is assumed.

Enrollment limited to 40 students. This course satisfies General Education Area 2. *B. Baird, O. Izmirli*

COMPUTER SCIENCE 205, 305 TOPICS IN SOFTWARE DEVELOPMENT Principles of software development applied to real-world problems. The problems addressed and computer languages used will vary depending on the available opportunities for application. Students will be part of a team that develops a software system for a real-world customer. Students in Course 305 will be team leaders.

Prerequisite for Course 205: Any 100-level course in Computer Science. *Prerequisite for Course 305:* Course 212. Enrollment limited to 21 students in Course 205 and 7 students in Course 305. *Staff*

COMPUTER SCIENCE 206 COMPUTATIONAL AND SYSTEMS BIOLOGY An introduction to the use of genomics, systems biology, and computational biology in analyzing and synthesizing biological data. Topics include DNA and protein sequences, interaction networks, gene expression, and computational techniques for retrieving, analyzing, and visualizing data. Emphasis on projects involving interdisciplinary teams and medically related problems. This is the same course as Biology 206.

Prerequisite: Course 110 or Biology 106. Enrollment limited to 30 students. *M. Allen, R. Peitzsch, and D. Eastman*

COMPUTER SCIENCE 209 GRAPHICS AND VIRTUAL ENVIRONMENTS An introduction to the basics of graphics and the field of virtual reality, including applications and issues relating to three-dimensional graphics, sound, vision, and touch. Students will program virtual reality worlds with appropriate hardware and software.

Prerequisite: Course 110 or permission of the instructor. This course is not open to students who have received credit for Computer Science 309. *B. Baird*

COMPUTER SCIENCE 212 DATA STRUCTURES Abstract data structures such as lists, stacks, queues, and trees will be studied as well as programming techniques using recursion and pointers. Principles of software design will be explored by constructing major programs.

Prerequisite: Course 110. *Staff*

COMPUTER SCIENCE 214 WEB TECHNOLOGIES AND MOBILE COMPUTING Software development for web-based applications such as web sites, mobile apps, client-side, server-side, and back-end systems using current web technologies. Design elements including organizational structure, interactivity, navigation strategies, and multimedia. The course will concentrate on a small selected set of technologies for hands-on work.

Prerequisite: Course 110. Enrollment limited to 30 students. *Staff*

COMPUTER SCIENCE 215 DIGITAL DESIGN Digital design, binary number systems and representation, boolean algebra and gate implementation, combinatorial and sequential circuits, and digital storage components used in computers. Software simulation will be used. This is the same course as Physics 225.

Prerequisite: Course 110 or permission of instructor. *O. Izmirli*

COMPUTER SCIENCE 218 MULTIMEDIA The representation, storage, processing and transmission of multimedia content, comprised of text, audio, still images, video, graphics, animation and other types of media are discussed. Human perception of audio and video will be studied to be followed by concepts underlying compression algorithms of multimedia content. Multimedia programming will be introduced and students will complete projects that involve design, implementation and evaluation.

Prerequisite: Course 110. Enrollment limited to 20 students. *O. Izmirli*

COMPUTER SCIENCE 219 COMPUTER ORGANIZATION Processors, primary memory, secondary memory and input/output mechanisms of computers are discussed. The computer structure is studied at a progression of levels: digital logic level, microarchitecture level, instruction set architecture level, operating system machine level and assembly language level.

Prerequisite: Course 110. *Staff*

COMPUTER SCIENCE 250 DIMENSIONAL COLOR This is the same course as Art 250. Refer to the Art listing for a course description.

COMPUTER SCIENCE 303 DATABASE SYSTEMS An examination of the fundamental concepts of database systems. Database design, database languages, and database-system implementation. Analysis of the role of databases in the decision making process and their use in strategic planning. A project to develop a database management system is required.

Prerequisite: Course 212 or permission of the instructor. *Staff*

COMPUTER SCIENCE 304 ALGORITHMS Algorithms form the basis for problem solving in computer science. This course examines different types of algorithms, including sorting, graph, divide-and-conquer, and greedy. Computational complexity and analysis of algorithms are also studied.

Prerequisite: Course 212; Mathematics 210 is recommended. *B. Baird*

COMPUTER SCIENCE 307 MACHINE LEARNING AND DATA MINING This course will cover the basic theory, concepts, and techniques of machine learning and data mining including decision trees, neural networks, logistic regression, and data preparation, modeling, and presentation. Data mining techniques, such as clustering, classification, associations, deviation detection, and link analysis will be covered. Applications in different domains, such as science, finance, crime detection, and genomics, will be examined. Data mining tools will be introduced and used to complete a project on real-world data.

Prerequisite: Course 212. *G. Parker*

COMPUTER SCIENCE 308 ALGORITHM DEVELOPMENT AND ENGINEERING Students will implement a broad range of the most commonly used algorithms, including algorithms for sorting, searching, encryption, compression, finding optimal paths through networks, etc. The algorithms developed will employ techniques like dynamic programming and local search, and data structures like trees and graphs. Basic software engineering principles will also be studied and used. This course is programming intensive.

Prerequisite: Course 212. Enrollment limited to 30 students. *C. Chung*

COMPUTER SCIENCE 310 ROBOTICS An introduction to the design and control of autonomous robots. Design issues such as wheels verses legs, actuator placement, the use of sensors for perception, controller selection, and wiring will be covered. Students will develop control schemes and use programming skills and machine learning to generate programs for controllers.

Prerequisite: Course 212, 215, or 219. *G. Parker*

COMPUTER SCIENCE 312 DIGITAL SOUND PROCESSING An introduction to digital processing of sound; the study of capturing, creating, storing and processing of audio. Acoustics, digitization, representation, storage, filtering, effects, frequency analysis, programming for real-time and off-line sound processing, synthesis, spatialization, audio encoding and compression. Students will complete programming projects.

Prerequisite: Course 212. *O. Izmirli*

COMPUTER SCIENCE 313 TOPICS IN ALGORITHMIC GAME THEORY An introduction to the computer science field of algorithmic game theory, which combines the study of scenarios where competing entities interact strategically (a.k.a. "games") with algorithmic/computational thinking. No prior experience in game theory or algorithms analysis is required.

Prerequisite: Course 212; or Course 110 and Mathematics 210. Enrollment limited to 30 students. *C. Chung*

COMPUTER SCIENCE 315 COMPUTER NETWORKS Characteristics and applications of various networking technologies will be studied. Introduction to communication and network architectures, data communication concepts, local area network technologies,

internetworking and performance issues in computer networks. Devices and means of data communication, error detection and recovery mechanisms, data link protocols, routing and congestion control algorithms, transport and application protocols, and network level services are discussed.

Prerequisite: Courses 212 and 219. Enrollment limited to 16 students. *O. Izmirli*

COMPUTER SCIENCE 316 ARTIFICIAL INTELLIGENCE Introduces a breadth of concepts used by researchers in their attempt to develop an artificial mind. General areas covered include search techniques, propositional and first order logic, representation, production systems, planning, learning and connectionist systems (neutral networks).

Prerequisite: Course 212 or permission of the instructor. *G. Parker*

COMPUTER SCIENCE 319 EVOLUTIONARY COMPUTING An introduction to key concepts in Evolutionary Computing (EC) and an overview of the field by looking at some of the common algorithms employed in EC. Topics will include Genetic Algorithms, Genetic Programming, selection schemes, crossover and mutation operators, representation schemes, and exaptation in EC. Students will consider other forms of EC, such as Multi-Objective Genetic Algorithms, Evolution Strategies, and Genetics-Based Machine Learning.

Prerequisite: Course 212. Enrollment limited to 30 students. *K. L. Graham*

COMPUTER SCIENCE 320 PROGRAMMING LANGUAGES An introduction to the theory of programming languages, formal syntax, input and output, recursion, branching and looping, parameter binding and passing, data typing and subprograms. Several languages will be studied.

Prerequisite: Course 212 or 219. *Staff*

COMPUTER SCIENCE 323 THEORY OF COMPUTATION This is the same course as Mathematics 323. Refer to the Mathematics listing for a course description.

COMPUTER SCIENCE 325 INTRODUCTION TO NETWORK AND COMPUTER SECURITY An introduction to the principles and practices of computer and network security. Course organized around the three principles of security: prevention, detection, and response. Topics include basic cryptography, concepts of secure protocol design, security policy and risk evaluation, types of and defense against real-world attacks, and forensic techniques.

Prerequisite: Course 212. *Staff*

COMPUTER SCIENCE 326 OPERATING SYSTEMS An introduction to computer operating systems. The primary functions of an operating system, such as process management, memory management, and device management, will be covered. Other relevant issues, such as security, networking, and distributed systems, will be discussed.

Prerequisite: Courses 212 and 219. *Staff*

COMPUTER SCIENCE 407 COMPUTATIONAL INTELLIGENCE Computational methods that display aspects of intelligent behavior observed in humans. Topics may include fuzzy logic, an alternative to traditional formal logic; artificial neural networks, networks of simple arithmetic computing elements that abstractly simulate neurons; and genetic algorithms, based on the laws of survival of the fittest and heredity. How these methods deal with vague, imprecise, and uncertain knowledge; learn from experience; self-organize; and adapt their behavior in response to changing conditions to solve real world problems. Utilization of projects and the discussion of technical papers to cover methods of computational intelligence and their use.

Prerequisite: Course 304, 310, 316, or 320. Enrollment limited to 12 students. *G. Parker*

COMPUTER SCIENCE 495, 496 RESEARCH SEMINAR Practicum in computer science research. An introduction to research methods followed by a major project. Students will read, present, and discuss technical papers; write a research proposal; make weekly reports; raise issues for class discussion; complete their research; write a technical paper; and do a public presentation. May be repeated for credit.

Prerequisite: A 300-level course in the specific area of research. Enrollment limited to 15 students. *Staff*

COMPUTER SCIENCE 499 COMPUTER SCIENCE COLLOQUIUM Technical presentations of computer science research. One hour of credit, marked as pass/not passed. For restrictions on the number of one-credit courses that can be applied toward the minimum degree requirements, see page 338 of the undergraduate catalog.

Enrollment limited to 40 students. *Staff*

COMPUTER SCIENCE 291, 292 INDIVIDUAL STUDY

COMPUTER SCIENCE 391, 392 INDIVIDUAL STUDY

COMPUTER SCIENCE 491, 492 INDIVIDUAL STUDY

COMPUTER SCIENCE 497–498 HONORS STUDY

Dance

Assistant Professors: Collins-Achille; Henderson, Myers, Race; Musician-Composer/Adjunct Instructor: Schenk; Professor Dorfman, *chair*

The Major in Dance

The department of dance offers an integrated study of theory and technique with an emphasis on performance and choreography; it provides students with a broad knowledge of dance that supports creative and intellectual development in a liberal arts context. The department's curriculum also fulfills the requirement for Dance Teacher Certification in Connecticut.

The dance major consists of a minimum of twelve courses including the following eight courses: 125; 145; 208; 222; 223; 271; 305; 494; and two of the following: 238, 241, 264, 266, 344; one semester of Repertory and Performance (267, 268, 367, 368, 467, 468); one semester of Theory and Style at the 400 level.

All dance majors are expected to include dance technique classes in their scheduled programs throughout their four years and must participate in two concert performances in addition to course requirement 494. All dance majors shall complete four academic years of study, at least two of which shall be in residence at Connecticut College, including one semester of the final year. One summer session at an approved institution (prior to the senior year) is strongly suggested. Students are also required to fulfill production crew requirements as defined by the department.

All prospective dance majors must be auditioned by a member of the department.

Advisers: S. Collins-Achille, D. Dorfman, H. Henderson, A. Myers, L. Race

The Minor in Dance

The minor in dance consists of a minimum of six courses from the following: a) two semesters of Theory and Style at the 200 level or above; b) 145; c) three courses chosen from 107; 108; 125; 166; 208; 222; 223; 238; 241; 264; 266; 267 or 268; 271; 305; 344; 367 or 368; 396.

All dance minors are encouraged to include dance technique classes throughout their years in the dance department, either in five-day-a-week Theory and Style courses or two-credit dance listings. All dance minors are required to fulfill crew requirements as defined by the department.

Learning Goals in the Dance Major

Students find their individual artistic voices in three areas of the dance major: movement technique, dance studies (history and theory), and choreography and improvisation.

We strive to:

- Offer a diverse range of movement techniques
- Instill a deep and factual understanding of anatomical information in order to be more articulate in the body
- Expose our students to artistic traditions and current trends in dance-making
- Foster critical thinking and emphasize the ability to express oneself through language
- Raise social and cultural awareness
- Provide a methodology for creation, editing and presentation of one's work in order to move from conceptual idea to performance
- Facilitate a high level of craft alongside a radical artistic voice in choreographic work

We work with integrity, rigor and diligence in order to teach our students to be citizens who contribute to the world. Our dance majors will graduate to become the next generation of trailblazing dance artists.

Breadth of Study/Scholarship

Our majors will honor the notion of building technique in dance of all kinds. They will engage in interdisciplinary investigations such as; dance and film, dance and science, performance art, performance studies and self-designed majors incorporating a myriad of related studies. They will select one non-kinetically oriented academic, administrative or production area in which to research under the supervision of their major advisor.

Specifics within Field/Direction of Creativity and Service

Our majors will discover their individual movement, performance, writing, and choreographic styles. They will develop a high level of integrity in their art form on and off the stage. Seniors will create a 10-minute dance for presentation on the Palmer Auditorium Stage or a site-specific venue fully produced by the department. They will also support this physical production with a document calling on dance studies as their referential source. They will achieve proficiency in Ballet, Modern, Post-Modern, African and at least one other form of their choosing, and will work with hands-on production elements from lighting design to graphic design. They will think critically about their art form in theory and practice, and recognize how a personal choreographic aesthetic represents social ideologies within specific cultural contexts. Dance majors will apply their analytical knowledge directly to their experiences in technique and composition classes, and consistently experience dance outside of

their 'comfort zone' as a given not an exception. Our dance majors will graduate able to become the next generation of trailblazing dance artists.

Artistic Citizenship/Contributions to Dance and Growth as a Person

Our majors will utilize organizational, theoretical and artistic opportunities as modeling for post-graduate behavior as a citizen in the world. They will therefore contribute to a new dance world, one that reflects changes in world society. Technical grace, choreographic power, and skills as a teacher and leader are translated into human terms of quantifiable growth.

Courses

Level I

DANCE 107 EXPERIMENTAL WORKSHOP Studio work for the investigation of movement and sound in solo and group improvisation. Students will conduct and participate in compositional experiments.

Enrollment limited to 40 students per section. This course satisfies General Education Area 5. *Staff*

DANCE 108 CREATIVE PROCESS An introductory studio course in dance composition, including corporeal investigations of time, space, personal expression/interaction, and performance.

Enrollment limited to 20 students. This course satisfies General Education Area 5. *A. Myers*

DANCE 112 INTRODUCTION TO YOGA Yoga from a Sanskrit word meaning 'union,' strives to bring the body, mind, and spirit into balance, using the breath as the bridge. Postures (asana) help to strengthen and loosen the body, pranayama (breath practice) helps to guide the mind and yoga nidra (relaxation) allows the body-mind to integrate these. One hour of credit, marked as pass/not passed. This course can be repeated for credit. For restrictions on the number of one-credit courses that can be applied toward the minimum degree requirements, see page 338 of the undergraduate catalog.

Enrollment limited to 50 students. Special fee. *M. Ursin*

DANCE 113 PILATES A method of full-body conditioning that focuses on breathing, concentration and control. The system enhances the performance of physical activities and has long been utilized for injury recovery and prevention. One hour of credit, marked as pass/not passed. This course can be repeated for credit. For restrictions on the number of one-credit courses that can be applied toward the minimum degree requirements, see page 338 of the undergraduate catalog.

Enrollment limited to 50 students. Special fee. *S. Connelly*

DANCE 116 BALLROOM DANCE Practice of Western social dance forms. One hour of credit, marked as pass/not passed. This course can be repeated for credit. For restrictions on the number of one-credit courses that can be applied toward the minimum degree requirements, see page 338 of the undergraduate catalog.

Enrollment limited to 100 students. Offered second semester annually. Special fee. *G. Smith, S. Smith*

DANCE 118 DRUMMING Basic technique of drumming rhythms from dances of Africa, Brazil, Cuba, Haiti and others. Analysis of rhythms and hands on experience supported by text and video presentations. Two credit hours.

Enrollment limited to 20 students. Offered second semester annually. *Staff*

DANCE 125 DANCE PRODUCTION An exploration of the visual components of dance production. The course will address the various media that comprise the visual design of a dance, with an emphasis on lighting. Production techniques will be discussed as an avenue for artistic expression. Practical work on dance productions required. Classroom meetings plus lab. Course may be taken for either two or four credits on a semester basis, as determined by the department.

Enrollment limited to 20 students per semester. Offered in alternate years. *Staff*

DANCE 140 CONVERSATIONS IN THE ARTS A series of lectures and discussions led by professional artists on topics related to personal artistic careers, philosophy, aesthetic views and state of the arts in contemporary society. This is the same course as Theater 140.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *Staff*

DANCE 145 HISTORY OF DANCE Three areas of study covered: a survey of world dances 19th/20th century ballet; and the history of modern dance. Themes considered include the social-political and cultural contexts of dances, the roles of men and women in different styles of dance and choreography, and cross-currents between the dances of different nations and societies.

Enrollment limited to 40 students. Offered first semester annually. This course satisfies General Education Area 4. *A. Myers*

DANCE 147, 148 DANCE STYLES SAMPLER Analysis and practice of dance in styles to be announced each semester. Styles may range from American to multi-cultural dance forms. Two credit hours.

Prerequisite: Course 151, 152 or previous experience in dance. *Staff*

DANCE 151, 152 INTRODUCTORY THEORY AND STYLE An introduction to major dance techniques. Experiencing new body alignment, spatial patterning and improvisation. Each semester-long course may be repeated for credit twice, with the approval of the department.

Enrollment limited to 25 students. Both courses satisfy General Education Area 5. *A. Myers*

DANCE 159 INTRODUCTORY BALLET Analysis and practice of ballet fundamentals. Instruction in basic alignment, spatial patterning and movement concepts. Two credit hours. This course can be repeated for credit. Offered one semester annually either fall or spring.

Enrollment limited to 25 students. *Staff*

DANCE 166 WORLD DANCE OF A SELECTED CULTURE Examination of movements in relation to music, aesthetic principles and cultural context of a selected world dance form. Analysis and practice of dance technique, reconstruction or recreation of a particular dance genre. Course may be taken for two or four credits, as determined by the department.

Enrollment limited to 25 students. This course satisfies General Education Area 5. *S. Collins-Achille*

Level II

DANCE 208 ELEMENTS OF COMPOSITION Theory and experience in structuring movement, from simple phrases to complex organizational units. Use of time, weight, space and flow as factors in choreography.

Prerequisite: Course 107 or equivalent experience in dance and permission of the instructor. Enrollment limited to 20 students. Offered second semester. *H. Henderson, A. Myers*

DANCE 213 INTERMEDIATE BALLROOM DANCE Practice of social dance forms which involve complex steps, knowledge of movement and partnering. One credit hour, marked as pass/not passed. For restrictions on the number of one credit courses that can be applied toward the minimum degree requirements, see page 338 of the under-graduate catalog.

Prerequisite: Course 116 or permission of the instructor. Special fee. *Staff*

DANCE 222 INTERMEDIATE EXPERIMENTAL MOVEMENT WORKSHOP Studio work in improvisation and performance: exploration of movement and sound, group dynamics, composition.

Prerequisite: Course 107 or equivalent experience in dance and audition. Enrollment limited to 25 students per semester. Offered second semester. This course satisfies General Education Area 5. *L. Race*

DANCE 223 MUSIC FOR DANCE Music for dance through training in rhythmic theory and practice in composing and performing related movement studies. Topics include rhythmic notation, music terminology, score reading and the relationship between choreographic repertory and its music.

Prerequisite: Course 107 or 147 or 148 or 151 or 152 or equivalent experience in dance, or permission of the instructor. Enrollment limited to 20 students. *R. Schenk*

DANCE 225 PRACTICUM IN DANCE Extended work as a set designer, costume designer, lighting designer, stage manager, technical director or major crew head in relation to productions presented by the department of dance. Specific projects must be coordinated with a project supervisor before registration. Two credit hours.

Prerequisite: Course 125 for technical projects. Permission of faculty director or choreographer for performance option. *Staff*

DANCE 239, 339 INTENSIVE WORKSHOP Intensive short-term study of movement technique classes in various styles and related subjects at department approved workshops in the United States and abroad. Course may be taken for two or four credits, as determined by the department and may be taken for credit more than once.

Prerequisite: Course 166, 266, or permission of the instructor. *S. Collins-Achille*

DANCE 241 DANCE WRITING Investigation of writings related to dance through readings, analysis, discussions and written assignments. Readings may include journalistic writing and criticism, theoretical and autobiographical writings by artists.

Prerequisite: One four-credit 100-level dance course. Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *H. Henderson*

DANCE 251, 252 THEORY AND STYLE: INTERMEDIATE I Analysis and practice of dance in major techniques. Experience in increasingly complex spatial and rhythmic patterns and movement sequences. Course may be taken for two or four credits on a semester basis upon department's approval.

Prerequisite: Placement audition determined by the department. Enrollment limited to 25 students. Offered both semesters annually. Both courses satisfy General Education Area 5. *Staff*

DANCE 253, 254 THEORY AND STYLE: INTERMEDIATE II Analysis and practice of dance in major techniques. Experience in increasingly complex spatial and rhythmic patterns and movement sequences. Course may be taken for two or four credits on a semester basis upon department's approval.

Prerequisite: Course 251 or 252 and placement audition determined by the department. Enrollment limited to 25 students. Offered both semesters annually. Both courses satisfy General Education Area 5. *Staff*

DANCE 259, 260 LOW INTERMEDIATE BALLET Analysis and practice of ballet technique. Instruction in basic alignment and spinal patterning. Two credit hours. This course can be repeated for credit.

Prerequisite: Course 151, 152, 159 or previous experience in dance. Offered both semesters annually. *Staff*

DANCE 264 ACTING FOR DANCERS Development of acting techniques for dancers through vocal and movement exercises, improvisation and scene work. Course may be taken for two or four credits on a semester basis, as determined by the department.

Prerequisite: Course 147 or 148 or 151 or 152 or permission of the instructor. Enrollment limited to 20 students. *D. Dorfman*

DANCE 266 WORLD DANCE OF A SELECTED CULTURE Examination of movements in relation to music, aesthetic principles and cultural context of a selected world dance form. Analysis and practice of dance technique, reconstruction or recreation of a particular dance genre. Course may be taken for either two or four credits on a semester basis, as determined by the department.

Prerequisite: Course 147 or 148 or 151 or 152, or permission of the instructor. Enrollment limited to 25 students. This course satisfies General Education Area 5. *S. Collins-Achille*

DANCE 267, 268 INTERMEDIATE REPERTORY AND PERFORMANCE Reconstruction or creation of works of recognized dance artists and of department faculty. Works will be presented in lecture-demonstration and/or concert. Section A: Concert. Section B: Touring.

Open to qualified students after audition and consultation with the department. *Staff*

DANCE 271 ANATOMY/KINESIOLOGY A study of kinesiological principles related to human movement through the investigation of movement behavior and application of body therapies including structural, bio-mechanical and neuromuscular analysis.

Enrollment limited to 20 students. Offered second semester annually. *H. Henderson*

Level III

DANCE 305 ADVANCED PERFORMANCE PROJECTS Advanced theory and experience in structuring movement to make dances. Individual choreographic works required in pure dance, performance art or theater-dance collaborations.

Prerequisite: Open to juniors who have successfully completed Courses 107 and 208. Offered first semester annually. *L. Race*

DANCE 319 THEORY AND PRACTICE OF CHOREOGRAPHY A studio-based seminar with a practical, theoretical, and historical approach to dance composition. Modern, postmodern, and contemporary choreographic works provide a point of departure for individual choreographic invention. Readings include Roland Barthes, Susan Foster, and Susan Sontag.

Prerequisite: Course 208 or permission of instructor. Enrollment limited to 15 students. *A. Myers*

DANCE 320 CROSS-FERTILIZATION OF STUDIO ART AND DANCE A combination of elements from dance and studio art, requiring students to investigate, research, and create individual and group projects.

Prerequisite: Permission of the instructors. Enrollment limited to 16 students. *Staff*

DANCE 344 MOVEMENT ANALYSIS An introduction to the concepts and techniques of observation and analysis for the whole body in motion. Through experiential and theoretical work the class will examine the structure of individual and group movement patterns.

Prerequisite: Course 271, or the equivalent, or permission of the instructor. Enrollment limited to 15 students. *Staff*

DANCE 345 CONSTRUCTING IDEAS/BODY AS MEDIUM An exploration of the concept of performance as a tactile experience. The body will be utilized as "playmaker" material, subject for theoretical study, and constructor. The terrain between installation art, traditionally viewed public performance, performance art, sculptural media, and dance will be explored, practiced, and presented. This is the same course as Art 345.

Open to junior and senior art or dance majors with permission of the instructors. Enrollment limited to 15 students. *D. Dorfman and D. Pelletier*

DANCE 353, 354 THEORY AND STYLE: ADVANCED INTERMEDIATE I Intensive instruction in major dance techniques. Mastery of more complex vocabulary and intricate spatial and rhythmic sequences. Majors and minors may take these courses for two credits upon department's approval.

Prerequisite: Previous course work at Level II or equivalent experience in dance and placement audition determined by the department. Enrollment limited to 25 students, with qualified non-major students admitted when space is available. Offered both semesters annually. *Staff*

DANCE 355, 356 THEORY AND STYLE: ADVANCED INTERMEDIATE II Intensive instruction in major dance techniques. Mastery of more complex vocabulary and intricate spatial and rhythmic sequences. Majors and minors may take these courses for two credits upon department's approval.

Prerequisite: Previous course work at Level II or equivalent experience in dance and placement audition determined by the department. Enrollment limited to 25 students, with qualified non-major students admitted when space is available. Offered both semesters annually. *Staff*

DANCE 359, 360 ADVANCED INTERMEDIATE BALLET Analysis and practice of ballet technique, graded for the more highly trained dancers. Instruction in more complex spatial patterning and movement concepts. Two credit hours. This course can be repeated for credit.

Prerequisite: Course 259 or 260. Offered both semesters annually. *Staff*

DANCE 367, 368 INTERMEDIATE ADVANCED REPERTORY AND PERFORMANCE Reconstruction or creation of works of recognized dance artists and of department faculty. Work presented in lecture-demonstrations and/or in concert. Section A: Concert. Section B: Touring.

Prerequisite: Previous course work at Level II, audition and permission of the department. *Staff*

DANCE 396 TEACHING OF DANCE: APPROACHES AND PRACTICE Theory and practice of teaching dance. Observation and teaching of various age groups depending upon the student's qualifications and interests. *Staff*

Level IV

DANCE 416 INTERSECTING PERFORMANCES: DANCE – THEATER This is the same course as Theater 416. Refer to the Theater listing for a course description.

DANCE 434 TOPICS IN MULTICULTURALISM: MAPPING BODIES A gendered study of transformation is examined through the lens of feminist artists and dance makers as this course looks at their work to reveal cultural context and meaning. Students will develop research and present the formulation of a project concerning the mapping of body knowledge inside multicultural cohabitation. Projects may be linked with performances by professional touring companies.

Prerequisite: Course 145 and Gender and Women's Studies 103. Open to juniors and seniors. This is the same course as Gender and Women's Studies 434. Enrollment limited to 15 students. *S. Collins-Achille*

DANCE 451, 452 THEORY AND STYLE: ADVANCED I Intensive instruction in dance techniques. Mastery of complex vocabulary and intricate spatial and rhythmic movement sequences. Emphasis on individual performance and advancement. Majors and minors may take these courses for two credits with appropriate course requirements approved by the department.

Prerequisite: Previous course work at Level III or equivalent experience in dance and placement audition determined by the department. Advanced non-majors admitted by invitation. Enrollment limited to 25 students. Offered both semesters annually. *Staff*

DANCE 453, 454 THEORY AND STYLE: ADVANCED II Intensive instruction in dance techniques. Mastery of complex vocabulary and intricate spatial and rhythmic movement sequences. Emphasis on individual performance and advancement. Majors and minors may take these courses for two credits with appropriate course requirements approved by the department.

Prerequisite: Previous course work at Level III or equivalent experience in dance and placement audition determined by the department. Advanced non-majors admitted by invitation. Enrollment limited to 25 students. Offered both semesters annually. *Staff*

DANCE 455, 456 THEORY AND STYLE: ADVANCED III Intensive instruction in dance techniques. Mastery of complex vocabulary and intricate spatial and rhythmic movement sequences. Emphasis on individual performance and advancement. Majors and minors may take these courses for two credits with appropriate course requirements approved by the department.

Prerequisite: Previous course work at Level III or equivalent experience in dance and placement audition determined by the department. Advanced non-majors admitted by invitation. Enrollment limited to 25 students. Offered both semesters annually. *Staff*

DANCE 460 PERFORMANCE ART IN PRACTICE This is the same course as Art 460. Refer to the Art listing for a course description.

DANCE 467, 468 ADVANCED REPERTORY AND PERFORMANCE Reconstruction or creation of works of recognized dance artists and of department faculty. Works will be presented in lecture-demonstration and/or in concert. Section A: Concert. Section B: Touring.

Prerequisite: Previous course work in Level III, audition and permission of the department. *Staff*

DANCE 494 ADVANCED STUDY SEMINAR Advanced study which leads to a culminating experience in the student's selected area of the major field. The culminating experience may be choreographic, research or interdisciplinary in nature.

Prerequisite: Previous course work at Level III and permission of the department. Offered second semester annually. *D. Dorfman*

DANCE 291, 292 INDIVIDUAL STUDY

DANCE 391, 392 INDIVIDUAL STUDY

DANCE 491, 492 INDIVIDUAL STUDY

DANCE 497–498 HONORS STUDY

East Asian Languages and Cultures

Associate Professors: Dooling (Chinese); Huang (Chinese); Assistant Professor: Harb (Japanese); Senior Lecturer: King (Chinese); *Chinese coordinator;* Lecturer: Liu (Chinese); Visiting Assistant Professor: Watanabe (Japanese); Senior Lecturer Kobayashi (Japanese), *chair* and *Japanese coordinator*

The Major in East Asian Studies

The major consists of at least ten courses. The foundation course East Asian Studies 101 should be taken as early as possible and normally no later than the end of the sophomore year. Students must choose to concentrate on either China or Japan. Students majoring in East Asian Studies may be eligible for department certification in Chinese or Japanese language proficiency.

China Concentration:

Majors concentrating on China must take East Asian Studies 101; a minimum of four semesters of Chinese language courses; one departmental Chinese literary or cultural studies course at or above the 200 level; one Chinese history course; one East Asian Studies senior seminar or, with departmental permission, two 300- or 400-level seminar courses on China and/or Japan; one China elective; and one Japan elective.

Japan Concentration:

Majors concentrating on Japan must take East Asian Studies 101; a minimum of four semesters of Japanese language courses; one departmental Japanese literary or cultural studies course at or above the 200 level; one Japanese history course; one East Asian Studies senior seminar or, with departmental permission, two 300- or 400-level seminar courses on Japan and/or China; one Japan elective; and one China elective.

Core Course

East Asian Studies 101

Language

China: Chinese 101, 102, 201, 202, 301, 302, 401, 402, 403, 404
Japan: Japanese 101, 102, 201, 202, 301, 400A, 400B, 400C, 400D

Literature Or Culture

China: Chinese 232, 236, 238, 244
Japan: Japanese 217, 317, 350

History
China: History 115, East Asian Studies/History 311, East Asian Studies/Art History 312
Japan: History 116, East Asian Studies/History 202, History 426

Senior Seminar
East Asian Studies 493B, 494B, 493C, 494C, 493D, 494D

Electives
China: Chinese 232, 236, 238, 244; 300- or 400-level Chinese language course; East Asian Studies 202, 203, 225, 230, 311, 312, 450, 451; History 115, 224, 262, 278, 324, 325, 420, 421.
Japan: Japanese 217, 317, 350; 300- or 400-level Japanese language course; East Asian Studies 202, 225, 312, 377; History 116, 426.

The Minor in East Asian Studies

The minor consists of six or more courses: East Asian Studies 101; four semesters of Chinese or Japanese language courses; and at least one additional course listed under the major in East Asian Studies at or above the 200 level.

Learning Goals in the East Asian Studies Major

The major in EALC is dynamic, interdisciplinary and international insofar as it integrates extensive language study, cultural and literary analysis through requirements as well as electives. It has two concentrations: China Concentration and Japan Concentration. It requires students to develop critical reading, thinking, researching and writing abilities and prepares students for a wide range of future career opportunities relating to East Asia.

Language Proficiency in Chinese/Japanese

All majors must complete at least four semesters of the Chinese/Japanese language sequence at the appropriate levels. Majors who have received a grade of B or above in two 400-leve Chinese/Japanese courses in the department and have been rated Intermediate High or above on the ACTFL OPI scale internally by the end of the academic year will be awarded the department's language proficiency certificate.

Understanding of East Asian Societies and Cultures

All majors are required to gain both historical and contemporary understanding of "transnational" East Asia with a comparative perspective on languages and cultures in an increasing globalized world. Majoring students are expected to acquire this knowledge through interdisciplinary approaches in courses offered in the EALC department as well as cross-listed courses offered by affiliated faculty in other departments such as art history, history, government and music.

Critical Reading and Thinking Ability

All majors are expected to not merely "master" East Asian languages and cultures under study as a fixed, passive body of knowledge, but more importantly, to develop critical reading and dialectical thinking skills. Such skills should enable students to think beyond stereotypes, identify and examine many of the prevailing assumptions or misconceptions about East Asian societies and cultures, and develop a keen awareness of cultural diversity and complexity within and across geopolitical boundaries of East Asia.

Critical Researching and Writing Ability

All majors should be able to conduct research projects independently (such as knowing how to utilize library resources) and write critical research papers in clear, concise, and intelligent prose in standard academic format. The goal is for students to be able to contribute to a larger intellectual conversation by producing original and challenging arguments. For all honors thesis projects, students may also be required to demonstrate an ability to use original Chinese/Japanese language sources if their faculty advisors deem it necessary.

Career Preparation

All majors are expected, through course work, study-away programs and/or internships, to prepare themselves for various academic and career opportunities related to East Asia upon graduation. Such opportunities range from graduate school, to jobs in government, international relations, information technology, business, finance, tourism, entertainment, human rights, international law, translation, teaching and much more.

Courses

East Asian Studies

EAST ASIAN STUDIES 101 BEYOND "THE ORIENT": CRITICAL APPROACHES TO EAST ASIAN LITERATURE AND FILM Examination of critical issues in modern East Asian literature and film. Study of selected works of Chinese and Japanese fiction and film, history, and contemporary literary and cultural theory will address topics including modernity, national and ethnic identity, translation, Orientalism, and globalization.

This course satisfies General Education Area 4 and is designated Writing course. *S. Harb*

EAST ASIAN LANGUAGES 202 EMPIRE AND EXPANSION IN EAST ASIA, 1840s–1950s This is the same course as History 202. Refer to the History listing for a course description.

EAST ASIAN STUDIES 203 MODERN CHINESE ART This is the same course as Art History 203. Refer to the Art History listing for a course description.

EAST ASIAN STUDIES 217 AFTERLIVES AND APOCALYPSES: POST-WAR JAPANESE CINEMA This is the same course as Japanese 217. Refer to the Japanese listing for a course description.

EAST ASIAN STUDIES 217f AFTERLIVES AND APOCALYPSES: POST-WAR JAPANESE CINEMA (In Japanese) This is the same course as Japanese 217f. Refer to the Japanese listing for a course description.

EAST ASIAN STUDIES 223 SHODO: THE ART OF JAPANESE BRUSHWORK An introduction to the practice of Japanese brushwork writing from kaisho to gyôsho styles and brush technique. Weekly hands-on studio time will be supplemented by readings, multimedia screenings, and lectures on the history and aesthetics of East Asian and Japanese calligraphy and script. Course will be taught in English. This is the same course as Art 223. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive an additional credit hour, pass/not passed marking.

Enrollment limited to 15 students. *S. Harb*

EAST ASIAN STUDIES 223f SHODO: THE ART OF JAPANESE BRUSHWORK (In Japanese) This optional section will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 223f must concurrently enroll in East Asian Studies/Art 223. *S. Harb*

EAST ASIAN STUDIES 225 INTRODUCTION TO ASIAN ART This is the same course as Art History 225. Refer to the Art History listing for a course description.

EAST ASIAN STUDIES 230 GENDER IN COMMUNIST AND POST-COMMUNIST SOCIETIES This is the same course as Gender and Women's Studies/Slavic Studies 230. Refer to the Slavic Studies listing for a course description.

EAST ASIAN STUDIES 247 GANGSTERS AND CRIMINALS: OUTLAWS IN JAPANESE CULTURE Major works of fiction, film, and manga comics depicting organized crime, bandits, and other criminal activity. From yakuza movies to detective novels, we will explore the shifting dynamics of power and the law, the permissible vs. the impermissible in the cultural imagination of pre-modern and modern Japan. This is the same course as Film Studies 247.

Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *S. Harb*

EAST ASIAN STUDIES 250 A DIFFERENT AWAKENING: POETIC ENLIGHTENMENT FROM EAST TO WEST A study of the experience of awakening and enlightenment in eastern (Chinese, Japanese, Tibetan, and Persian) and western poetry. The identities of the poets are diverse: Taoist philosophers, Zen and Tibetan Buddhist monks, Sufi mystics, Surrealist or Beat poets, and Kung Fu masters. Authors may include Lao Zi, Zhuang Zi, Cold Mountain, Ikkyu, Basho, Rumi, Lu Xun, Henri Michaux, Jack Kerouac, Allen Ginsberg, Gary Snyder, and Bruce Lee.

Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *Y. Huang*

EAST ASIAN STUDIES 253 NO HOMELAND IS FREE: CHINESE AMERICAN LITERATURE Introduction to Chinese American literature and its history. We will read from the poems by Chinese immigrants on the Angel Island in the early 20th century to the latest diaspora authors writing in English such as Li-Young Lee and Ha Jin. We will consider issues of race and gender, language and identity, incarceration and liberation, loss and perseverance, homeland and free life. This is the same course as American Studies/English 253.

Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *Y. Huang*

EAST ASIAN STUDIES 254 CONFRONTING IMAGES OF MODERN JAPAN This is the same course as History 254. Refer to the History listing for a course description.

EAST ASIAN STUDIES 254f CONFRONTING IMAGES OF MODERN JAPAN (In Japanese) This optional section of East Asian Studies/History 254 will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing East Asian Studies/History 254f must concurrently enroll in East Asian Studies/History 254. This is the same course as History 254f. *T. Watanabe*

EAST ASIAN STUDIES 302 DOWN WITH THE FUTURE: POST-SOCIALIST CHINA AND ITS CULTURAL LOGIC What is the historical horizon and cultural logic

behind the drastic social transition that China has undergone from the Cultural Revolution to the 2008 Beijing Olympics and a post-socialist present? What is its future? With such questions in mind, we will compare the different depictions of a utopian/dystopian future by some of the most dynamic and innovative Chinese writers, artists, and social critics.

Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *Y. Huang*

EAST ASIAN STUDIES 312 BUDDHIST ART: INDIA, CHINA, AND JAPAN This is the same course as Art History/Religious Studies 312. Refer to the Art History listing for a course description.

EAST ASIAN STUDIES 317 HEROES AND HEROINES IN JAPANESE LITERATURE AND FILM This is the same course as Japanese/Film Studies 317. Refer to the Japanese listing for a course description.

EAST ASIAN STUDIES 317f HEROES AND HEROINES IN JAPANESE LITERATURE AND FILM (In Japanese) This is the same course as Japanese/Film Studies 317f. Refer to the Japanese listing for a course description.

EAST ASIAN STUDIES 318 REPRESENTATIONS OF WAR AND DISASTER IN JAPAN, 1000–1945 This is the same course as History 318. Refer to the History listing for a course description.

EAST ASIAN STUDIES 318f REPRESENTATIONS OF WAR AND DISASTER IN JAPAN, 1000–1945 (In Japanese) This is the same course as History 318f. Refer to the History listing for a course description.

EAST ASIAN STUDIES 320 THE JAPANESE TEA CEREMONY: WARRIORS, MERCHANTS, AND MONKS, 1350–2008 This is the same course as Art History/History 320. Refer to the History listing for a course description.

EAST ASIAN STUDIES 320f THE JAPANESE TEA CEREMONY: WARRIORS, MERCHANTS, AND MONKS, 1350–2008 (In Japanese) This is the same course as Art History/History 320f. Refer to the History listing for a course description

EAST ASIAN STUDIES 322 THE LEGACY OF WORLD WAR II IN "POST-WAR" JAPAN An examination and assessment of the dilemma of the "post-war" and how the war and the American occupation continue to reverberate politically and culturally. Diverse articulations of the war and its aftermath in both high and popular genres will be scrutinized. Course 322 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: History 116. Enrollment limited to 30 students. This course is a designated Writing course. *T. Watanabe*

EAST ASIAN STUDIES 322f THE LEGACY OF WORLD WAR II IN "POST-WAR" JAPAN (In Japanese) This optional section of East Asian Studies 322 will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing East Asian Studies 322f must concurrently enroll in East Asian Studies 322. *T. Watanabe*

EAST ASIAN STUDIES 357 TRANSNATIONAL ASIAN CINEMA This course explores and analyzes key "Asian" films produced in international collaboration as a way of critically

interrogating the categories of "national cinema" and "Asia." We will study key works by major directors such as Akira Kurosawa, Chen Kaige, Wong Kar-wai, Hou Hsiao-Hsien, Pen-Ek Ratanaurang, and Park Chan-wook. This is the same course as Film Studies 357.

Enrollment limited to 30 students. This course satisfies General Education Area 4. *S. Harb*

EAST ASIAN STUDIES 377 GRAPHIC STRIPS: GENDER AND SEXUALITY IN COMICS, MANGA, AND ANIMATED FILM A critical analysis of global and transnational comics, manga, graphic novels, animated films such as *Persepolis*, *Batman*, *Same Differences and Other Stories*, *Ghost in the Shell*, and works by Hayao Miyazaki. The course enhances critical thinking and writing about word-image media and introduces gender theory and visual studies. This is the same course as Film Studies/Gender and Women's Studies 377.

Enrollment limited to 30 students. This is a designated Writing course. *S. Harb*

EAST ASIAN STUDIES 427 THE CHINESE BODY This is the same course as History 427. Refer to the History listing for a course description.

EAST ASIAN STUDIES 450 ART AND ARCHAEOLOGY ALONG THE SILK ROAD This is the same course as Art History 493G, 494G. Refer to Art History listing for a course description. This course is not open to students who have received credit for East Asian Studies 493G, 494G.

EAST ASIAN STUDIES 451 MOMENTS IN CONTEMPORARY CHINESE ART An examination of Chinese art at different historical moments from the 1960s to the present, with attention to its ideological content. Topics include perspective and socialist utopia; rebellion and double-faced modernism; political pop and cynical realism; nostalgia and the end of art. Students will help organize a small exhibition. This is the same course as Art History 493L, 494L. This course is not open to students who have received credit for East Asian Studies 493L, 494L.

Open to junior and senior majors in East Asian Languages and Cultures and Art History; and to others with permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *Y. Huang*

EAST ASIAN STUDIES 493, 494 SENIOR SEMINAR IN EAST ASIAN CULTURE An examination of a topic in modern and contemporary East Asian Culture (focusing primarily on China and Japan).

Open to junior and senior majors in the department, and to others with permission of the instructor. Enrollment in each seminar limited to 16 students. *Staff*

EAST ASIAN STUDIES 493B, 494B NARRATIVES OF THE EAST ASIAN DIASPORA A study of the past century of Asian Diaspora through literary works by writers of Japanese and Chinese descent. We will read texts against various historical forces that have spurred recent migrations, and consider the multiple cultural resources Asian diasporic writers draw upon to craft their stories. *A. Dooling*

EAST ASIAN STUDIES 493C, 494C THE FANTASTIC OTHER: TRAVEL, HISTORY, UTOPIA A comparative examination of the theme of seeking the Other in 20th century literature and theory concerning China and Japan. Authors may include Lu Xun, Zhang Chengzhi, Yukio Mishima, Haruki Murakami, Hegel, Paul Claudel, Victor Segalen, Saint-John Perse, Henri Michaux, James Hilton, Edgar Snow, Susan Sontag, and Roland Barthes. *Y. Huang*

EAST ASIAN STUDIES 493D, 494D TRANSNATIONAL ASIA AND THE POST-EXOTIC A critical exploration of changing conceptions of modern and contemporary Asia (and subjective locations therein) within a dynamic global context. The course examines cultural texts (novels, poems, films, anime, multimedia) dealing with memory, history, technology, identity, and otherness, as well as the (im)possibility of escape in a post-exotic age.

Prerequisite: Course 101 or permission of the instructor. History 115 or 116 is recommended. *S. Harb*

EAST ASIAN STUDIES 497–498 HONORS STUDY

Chinese Language and Literature

CHINESE 101, 102 INTENSIVE ELEMENTARY CHINESE An introduction to the written Chinese language and the spoken standard dialect of Mandarin. Seven hours weekly. Six hours credit each semester.

Prerequisite: Course 101 is prerequisite to Course 102. Enrollment limited to 20 students. *A. Dooling, T. King*

CHINESE 108 NON-INTENSIVE ELEMENTARY CHINESE An introduction to basic Mandarin Chinese for non-East Asian Studies majors. An emphasis on the development of novice-level listening and speaking skills through communicative activities relating broadly to international traveling, daily survival, and cultural appreciation. Students will learn 80 substantive characters widely represented in everyday mass culture - buildings, menus, signs, and tattoos. This course cannot be used to satisfy the language requirement for General Education.

Offered in Spring 2011 and every other year after that. Enrollment limited to 40 students. *T. King*

CHINESE 110 CHINESE AT THE REGIONAL MULTICULTURAL MAGNET SCHOOL (RMMS) A community learning course for students enrolled in the Chinese language program. Students will teach Chinese language and culture twice a week to elementary school students at the Regional Multicultural Magnet School (RMMS) in downtown New London. Course requirements include mandatory participation in teaching workshops held by RMMS. One credit hour, pass/not passed marking. This course may be repeated for a maximum of two credits.

Prerequisite: Chinese 101. Enrollment limited to 12 students. *A. Dooling*

CHINESE 120, 121, 122, 123 BASIC SPOKEN CANTONESE I, II, III, IV A step-by-step introduction to the 9-tone syllabic inventory of South China's most deep-rooted regionalect (ca. 80 million speakers) via narrow transcriptions by the International Phonetic Alphabet. This four-course sequence will cover basic vocabulary and speech patterns required for uncomplicated oral communication in urban contemporary settings. Taught in Mandarin in a comparative-contrastive framework for dialect study. Two credit hours. This course cannot be used to satisfy the language requirement for General Education.

Prerequisite: Intermediate-mid Mandarin or permission of the instructor. Course 120 is a prerequisite to 121, 121 is a prerequisite to 122, and 122 is a prerequisite to 123. Enrollment limited to 20 students. *T. King*

CHINESE 201, 202 INTENSIVE INTERMEDIATE CHINESE I, II Further development of speaking and writing skills that are necessary to sustain interpersonal communications in Modern Standard Chinese at the Intermediate-mid proficiency level. Situation/

theme-driven frameworks and drill/image-enriched instructions lead to the design and staging of a comprehensive oral practicum at the end of each semester. Throughout the year, students will learn 500 new characters and 160 grammar patterns. Course 201 is supplemented with a character conversion module, and Course 202 is supplemented with a dictionary use and a character conversion component; both will be quiz and review intense. Six hours weekly, including individually and or doubly scheduled oral practice sessions.

Prerequisite: Course 101, 102, or satisfactory placement exam. Course 201 is prerequisite to 202. Enrollment limited to 20 students. *T. King*, *M. Liu*

CHINESE 301, 302 UPPER INTERMEDIATE CHINESE This course develops skills in listening, speaking, reading, and writing Chinese at the upper intermediate level. Readings and discussion focus on contemporary and everyday topics. Emphasis on preparation for the complexity of advanced Chinese.

Prerequisite: Course 202 or equivalent. Enrollment limited to 20 students. *M. Liu*

CHINESE 303 INTRODUCTION TO CLASSICAL CHINESE Study of grammatical structure in classical prose, with readings in representative masterpieces of prose style.

Prerequisite: Course 202. *Staff*

CHINESE 401, 403, 404 ADVANCED CHINESE: TOPICS ON CONTEMPORARY CHINESE SOCIETY AND CULTURE Selected issues facing Chinese society as depicted in mass media sources such as newspapers, journals, films, and television. Selections of poetry, prose, and short fiction by modern and contemporary authors. Particular emphasis on reading and writing skills. Topics may vary from year to year.

Prerequisite: Course 202 or equivalent. Enrollment limited to 16 students. *Y. Huang*

CHINESE 402 MULTIMEDIA CHINESE A guided exploration of cultural products accessible online as instruments of Chinese language learning, from blogs, forums, slides, advertisements, and commercials to emails, chats, games, MP3s, and radio and video clips. Students will transcribe, annotate, analyze, and present materials both assigned and self-compiled to rediscover and reconstruct China's kaleidoscopic, socio-cultural realities in the cyber age.

Prerequisite: Course 302 or equivalent. Enrollment limited to 16 students. *M. Liu*

In English

CHINESE 232 PERIPHERIES AND DIFFERENCES: RE-IMAGINING CONTEMPORARY CHINA A study of contemporary Chinese cultural imagination of peripheries and differences within and outside the once static and uniform "China." Topics include the so-called "ethnic" literature produced by both Han and non-Han ethnic minority writers; literature of the underground, exiles, and the Diaspora; and popular culture in various forms ranging from urban pop fiction to new Hong Kong cinema (such as John Woo and Wong Kar-War). The key issue will be the problematics of China's rapidly changing cultural imagination and identity in this new global context.

Prerequisite: East Asian Studies 101 recommended. Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *Y. Huang*

CHINESE 236 FICTION AND FILM IN MODERN CHINA Major works of fiction and film in 20th century China, in the context of the shifting cultural, social, and political developments from the May Fourth movement to the present. In addition to considering the differences between visual and verbal modes of narrative representation, topics will include China's quest for modernity, the discourse of the "new woman," and the relationship between revolution and aesthetic practice.

Prerequisite: East Asian Studies 101 recommended. Enrollment limited to 30 students. This course satisfies General Education Area 4 and is designated Writing course. *A. Dooling*

CHINESE 238 CHINESE POETRY AND ITS AMERICAN LEGACIES An introduction to classical and contemporary Chinese poetry and how it works in English translation and re-incarnation. Authors may include Tang poets such as Li Bai (or Li Po), Wang Wei, Bai Juyi (or Po Chu-i), Han Shan (or Cold Mountain) and contemporary post-Cultural Revolution "Misty" poets such as Bei Dao, Gu Cheng and Duoduo. The influence of the translation of classical Chinese poetry on modern American poets, the contrast and connection between contemporary and classical Chinese poetry, the problems and politics of translation, the prospect of a renewed dialogue and cross-fertilization between Chinese and American poetries.

Prerequisite: East Asian Studies 101 recommended. Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *Y. Huang*

CHINESE 244 MODERN CHINESE WOMEN'S WRITING IN TRANSLATION A survey of works by 20th century Chinese women writers (including writers from Taiwan, Hong Kong, and the Diaspora) across a variety of literary genres, along with reading in feminist literary theory. Focus on the relationship between gender and representation, the construction of modern gender paradigms, the influence of imperatives of Chinese modernity on configurations of femininity and masculinity. This is the same course as Gender and Women's Studies 244.

Prerequisite: East Asian Studies 101 recommended. Enrollment limited to 30 students. This course satisfies General Education Area 4. *A. Dooling*

CHINESE 291, 292 INDIVIDUAL STUDY

CHINESE 391, 392 INDIVIDUAL STUDY

CHINESE 491, 492 INDIVIDUAL STUDY

Japanese Language and Literature

JAPANESE 101, 102 INTENSIVE ELEMENTARY JAPANESE An introduction to the Japanese language emphasizing primarily speaking and listening. Entry level reading and writing is introduced. Students will be required to work with audio materials to develop these skills.

Classes meet seven and one-half hours weekly. Six hours credit each semester. Enrollment limited to 20 students. *H. Kobayashi*

JAPANESE 201, 202 INTERMEDIATE JAPANESE Further development in both spoken and written Japanese beyond the elementary level. Students are required to communicate with native speakers in a socio-linguistically and culturally appropriate manner. Audio-visual materials and selected readings are used to develop these skills. Classes meet five hours weekly.

Prerequisite: Course 102 or permission of the instructor. Enrollment limited to 20 students. *H. Kobayashi*

JAPANESE 217f AFTERLIVES AND APOCALYPSES: POST-WAR JAPANESE CINEMA This optional section of East Asian Studies/Japanese 217 will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 217f must concurrently enroll in East Asian Studies/Japanese 217. This is the same course as East Asian Studies 217f. *S. Harb*

JAPANESE 301 UPPER INTERMEDIATE JAPANESE This course, intended to prepare students for Japanese 400 and/or study in Japan, develops intermediate to advanced language skills with a focus on practical communication. Emphasis on reading short essays, personal letters, and newspaper articles, as well as writing letters, e-mails, and opinion papers.

Prerequisite: Course 202 or permission of the instructor. Enrollment limited to 16 students. *Staff*

JAPANESE 317f HEROES AND HEROINES IN JAPANESE LITERATURE AND FILM This optional section of East Asian Studies/Film Studies/Japanese 317 will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 317f must concurrently enroll in East Asian Studies/Film Studies/Japanese 317. This is the same course as East Asian Studies /Film Studies 317f. *S. Harb*

JAPANESE 400 ADVANCED JAPANESE Further development in spoken and written Japanese to prepare students to handle a variety of communicative tasks. Students learn to express opinions and narrate experiences in all major time frames in paragraph length discourse. Special emphasis on developing reading and writing skills. Course content changes each semester.

Prerequisite: Japanese 202 or permission of the instructor. Enrollment in each seminar limited to 16 students. *Staff*

JAPANESE 400A CONTEMPORARY TEXTS Emphasis on improving reading and writing skills through exposure to a broad range of modern journalistic and literary styles. Materials include newspapers, magazines, articles, essays, short stories, advertisements, and comic books. Students are required to study Kanji (Chinese characters) independently. *S. Harb*

JAPANESE 400B SPOKEN DISCOURSE Emphasis on improving discussion and oral narrative skills through focus on current issues in Japanese society, such as marriage, workplace policy and organization, women's status, the aging of the population, youth culture, challenges to tradition, changes in the family, and environmental problems. *S. Harb*

JAPANESE 400C SPOKEN AND WRITTEN NARRATIVE Emphasis on improving oral and written proficiency through class discussion and written assignments. Themes considered in the course will vary depending on students' interests. Students are required to write a two to three page essay every week. *S. Harb*

JAPANESE 400D TRANSLATION FROM AND TO JAPANESE A study of various texts translated from English to Japanese and from Japanese to English, with the object of understanding the fundamental properties of the language. Discussion is conducted in Japanese. Materials include literary texts, magazines, articles, essays, Manga, and songs. As a final project, students will be required to translate a primary text. *Staff*

In English

JAPANESE 217 AFTERLIVES AND APOCALYPSES: POST-WAR JAPANESE CINEMA An examination of the most important and influential Japanese films made in the decades following the end of World War II. The course considers key ideas, thematic motifs, and visual strategies pertaining to the legacy of the war and its aftermath. This is the same course as East Asian Studies 217. Course 217 may include an optional section that will meet for

an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: East Asian Studies 101 recommended. Enrollment limited to 40 students. This is a designated Writing course. *S. Harb*

JAPANESE 317 HEROES AND HEROINES IN JAPANESE LITERATURE AND FILM From errant samurai and women warriors to eccentric monks and femmes fatales, Japanese narratives offer a lively cast of heroes and heroines. This course explores representations of such strong and suggestive characters, and traces the evolution of the notion of the "hero" through major works of Japanese literature and film. This is the same course as East Asian Studies/Film Studies 317. Course 317 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: East Asian Studies 101 or History 116 or permission of the instructor. Enrollment limited to 30 students. *S. Harb*

JAPANESE 291, 292 INDIVIDUAL STUDY

JAPANESE 391, 392 INDIVIDUAL STUDY

JAPANESE 491, 492 INDIVIDUAL STUDY

Economics

Professors: Cruz-Saco, Howes, Jensen, Pack, Peppard, Visgilio; Associate Professor: Park; Assistant Professor: Craigie, Lopez-Anuarbe , Mukerji; Professor McKenna, *chair*

The Major in Economics

The major consists of a minimum of ten courses, which must include 111, 112, 205, 206, 230, a 400-level seminar, and at least one 300-level course. Courses 497–498 or, if appropriate, 491, 492 may be substituted for a 400-level seminar. Under normal circumstances, majors must take at least seven of the major courses at Connecticut College. Majors are encouraged to take courses in mathematics; Mathematics 107 or 206 is a prerequisite for Course 230.

The Minor in Economics

The minor consists of a minimum of six courses, which must include Courses 111 and 112; Course 205 or 206; at least one course at the 300 or 400 level; and two additional courses chosen in consultation with a member of the department.

Learning Goals in the Economics Major

Economics, a social science, is concerned with the decisions a society makes to meet its material needs. Economics analyzes the production, distribution and use of goods and services in any particular society, both at the local and at the global level.

Among the challenging questions you will investigate as an economics major are the following:

- What are the causes of economic crises, and why do economists differ about these causes?
- Are markets the solution for all economic problems?
- Is there a role for government in the economy?
- What are the factors that enable some countries to develop, while others lag behind?
- What consequences follow from the fact that all countries are now part of an international, globalized economy?
- What are the causes of, and solutions for, poverty?
- What role does economics play with respect to such issues as race and gender?
- What is an equitable distribution of income? Should economists ask this question?

As an economics major, you will learn to think analytically, to pose and solve economic problems, to find and create relevant economic data sets, and to use economic models to both construct and test economic hypotheses.

You will study microeconomics, which typically deals with the behavior of individual consumers and firms, and macroeconomics, which analyzes the aggregate behavior of the domestic or international economy.

You will examine the role that assumptions and values play in economics, how these help to create different schools of economic thought (including: Neoclassical, New Keynesian, New Classical, Keynesian, and Post Keynesian), and how they lead to the debates that occur within economics.

You will explore the latest economic ideas and their application to such fields as: finance, labor, environmental economics, industrial organization, public finance, health, development, and econometrics.

You will learn how different societies organize the allocation of scarce resources among competing needs and what the consequences are for equity, efficiency and economic growth.

Through the SATA Program, you will have the opportunity to observe the differences among economies in such diverse countries as Peru, Vietnam, and Italy.

By taking courses in related areas such as international relations, government, sociology, and environmental studies, you will come to understand the necessity of an interdisciplinary approach to economic issues.

Among the important skills that you will develop by majoring in economics are the following:

- The ability to write concisely, clearly, and critically
- The ability to formulate and test economic hypotheses
- The ability to analyze and critique different schools of economic thought
- The ability to use software packages such as Stata to gather and analyze relevant economic data
- The ability to formulate and carry out a research project
- The ability to read scholarly journals

By the time you have completed your major, you will be prepared to undertake jobs relating to economics, to undertake graduate work in economics or business, and, most importantly, to develop a life-long enjoyment of reading, interpreting, and critically evaluating economic literature in all its forms.

Courses

ECONOMICS 111 INTRODUCTORY MACROECONOMICS An introduction to problems of unemployment, inflation, and economic growth in the United States. Topics include the impact of taxation, government expenditures, and the regulation of interest rates and money; the balance of international payments and the role of the dollar; and the relationships between the United States and the developing world.

Open to freshmen and sophomores. Enrollment limited to 40 students per section. Offered both semesters. This course satisfies General Education Area 3. *Staff*

ECONOMICS 112 INTRODUCTORY MICROECONOMICS An exploration of economic decision-making by individuals and firms; an introduction to the structure of markets, including competitive, monopoly and oligopoly. Topics include labor, capital, and product markets, as well as information economics and trade theory.

Open to freshmen and sophomores. Enrollment limited to 40 students per section. Offered both semesters. This course satisfies General Education Area 3. *Staff*

ECONOMICS 205 INTERMEDIATE MICROECONOMIC THEORY An intermediate-level analysis of economic decision-making by individuals and firms under competitive and imperfectly competitive conditions.

Prerequisite: Course 112. Open to sophomores and juniors. Enrollment limited to 25 students per section. Offered both semesters. *C. Howes, M. Lopez-Anuarbe, Y. Park, D. Peppard, G. Visgilio*

ECONOMICS 206 INTERMEDIATE MACROECONOMIC THEORY A study of the determinants of national income, employment, and price levels in the short run; of the problem of business fluctuations in the economy and theoretical attempts to explain them; and of integration of macroeconomic theory with analysis of long-run growth.

Prerequisite: Course 111. Open to sophomores and juniors. Enrollment limited to 25 students per section. Offered both semesters. *M. Cruz-Saco*, *E. McKenna, S. Pack*

ECONOMICS 208 ECONOMICS OF THE INFORMAL SECTOR IN VIETNAM Students will learn about the informal sector in Vietnam by conducting surveys among urban informal sector workers. They will compile their data and write about their findings in the context of readings about the urban informal sector in Vietnam. This course is taught only in Vietnam during SATA programs. Students taking this course must also take Course 216.

Prerequisite: Courses 111 and 112. *R. Jensen, D. Peppard*

ECONOMICS 210 INTERNATIONAL ECONOMICS Application of economic analysis to issues of international trade and international finance. Determination of exchange rates, balance of payments analysis, trade and tariff policy, constraints imposed by the external sector on domestic economic policy measures, and international institutions. Topics are then put into historical perspective as part of a study of the development of the modern world economy. Particular attention to the changing role of the U.S. in the world economy.

Prerequisite: Courses 111 and 112. Enrollment limited to 30 students. *R. Jensen*

ECONOMICS 216 POLITICAL ECONOMY OF POSTWAR VIETNAM A study of the interaction between economic theory and policy formulation in Vietnam. Topics include transition to a market economy, urbanization, industrial policy, and rural economic development.

Prerequisite: Courses 111 and 112. Enrollment limited to 30 students. *R. Jensen, D. Peppard*

ECONOMICS 220 ECONOMICS OF MULTILATERAL ORGANIZATIONS An examination of the aims and impact, as well as inner workings, benefits, and shortcomings of

multilateral organizations such as the International Monetary Fund (IMF), the World Trade Organization (WTO), and the World Bank (WB). The course considers the evolution and reform of these organizations in response to issues relating to economic development.

Prerequisite: Courses 111 and 112. Enrollment limited to 30 students. *P. Mukerji*

ECONOMICS 224 POLITICAL ECONOMY OF ASIA AND LATIN AMERICA IN COMPARATIVE PERSPECTIVE This is the same course as Government 224. Refer to the Government listing for a course description.

ECONOMICS 225 ECONOMIC HISTORY/HISTORY OF ECONOMIC THOUGHT: I Economic history and the history of economic thought from earliest times to the French Revolution. Topics include the ancient economy, feudalism, Marxist and non-Marxist theories of economic history, Adam Smith, and early socialist thought. Primary sources are read.

Prerequisite: Course 111 or 112. Enrollment limited to 30 students. This is a designated Writing course. *S. Pack*

ECONOMICS 226 POLITICAL ECONOMY OF AMERICAN BUSINESS An examination of business in the politics and economy of the United States. Topics include the nature of business structures, government regulation of business, the impact of business on U.S. politics and public policy, economic development, and globalization. Emphasis on particular industries, such as transportation, energy, agriculture. This course meets concurrently with Government 226, with a maximum enrollment of 20 students per course; students may not receive credit for both courses.

Prerequisite: Course 111 or 112. Open to sophomores, juniors, and seniors, with preference given to sophomores. Enrollment limited to 20 students. This course satisfies General Education Area 3. *D. Peppard and W. Frasure*

ECONOMICS 228 INTRODUCTION TO FEMINIST ECONOMICS An overview of feminist thought in economic theory, followed by a survey of the quantitative and qualitative empirical research informed by feminist economics with focus on policy analysis.

Prerequisite: Course 112. Enrollment limited to 30 students. *Staff*

ECONOMICS 229 ECONOMICS OF FOOD: A FEMINIST PERSPECTIVE A study of the production, distribution, preparation, consumption, and disposal of food in various economies, with a focus on the determinants and repercussions of the sexual division of labor. This course is taught in SATA programs only.

Prerequisite: Course 111, 112, or permission of the instructor. Enrollment limited to 30 students. *S. Pack*

ECONOMICS 230 ECONOMETRICS I An introduction to the use of statistical models and measurement in estimating economic relationships and testing economic hypotheses through analysis of data.

Prerequisite: Courses 111 and 112, and either Mathematics 107 or 206. Open to sophomores and juniors. Enrollment limited to 20 students. Offered both semesters. *C. Howes, M. Howard, E. McKenna, Y. Park*

ECONOMICS 234 ECONOMIC DEVELOPMENT An examination of the economies of developing countries in Africa, Latin America, and Asia, and of the nature of poverty and underdevelopment that is characteristic of those economies. Special attention to the role of economic theory in shaping general development policies. An assessment of economic theory and policy as part of an historical study of the development effort.

Prerequisite: Courses 111 and 112. Enrollment limited to 30 students. *R. Jensen*

ECONOMICS 235 GENDER AND DEVELOPMENT An examination of women's role in development and impact of different economic development strategies on the status of women in developing countries.

Prerequisite: Courses 111 and 112. Enrollment limited to 30 students. *Staff*

ECONOMICS 237 ECONOMIC GROWTH AND DEVELOPMENT IN LATIN AMERICA An assessment of economic models from primary open economies, import substitution, and structural adjustment to trade liberalization and deregulation. The course considers why Latin America continues in a developing or emerging condition in today's global economy. Competing theoretical perspectives on key growth and development issues will be considered. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: Courses 111 and 112. Enrollment limited to 30 students. *M. Cruz-Saco*

ECONOMICS 237f ECONOMIC GROWTH AND DEVELOPMENT IN LATIN AMERICA (In Spanish) This optional section will meet for an additional hour each week to discuss supplemental texts in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 237f must concurrently register for Economics 237. *M. Cruz-Saco*

ECONOMICS 240 HEALTH ECONOMICS This course is designed to apply the principles of economics learned in Economics 112 to the health care industry. Course topics will include: the health care market and its reform, and international differences and similarities in the health care system.

Prerequisite: Course 112. Enrollment limited to 30 students. This is a designated Writing course. *M. Lopez-Anurabe*

ECONOMICS 247 URBAN AND REGIONAL ECONOMICS Past and present economic functions of cities, theories of urban development, and the role of cities in larger regional contexts. Poverty, housing, racial discrimination, and other problems characterizing many urban areas. International comparisons of urban history and economic development.

Prerequisite: Course 112. Enrollment limited to 30 students. This is a designated Writing course. *D. Peppard*

ECONOMICS 248 INTRODUCTION TO FINANCIAL INSTITUTIONS AND MARKETS Economic functions of financial systems. Major types of financial institutions and markets. Basic valuation of securities and investment projects. Theory of financial market efficiency and randomness of price fluctuations. Comparison of financial systems in developed and developing countries. Recent trends: deregulation, disintermediation, securitization, globalization, and the growth of derivatives markets. Causes and consequences of financial crises.

Prerequisite: Course 112. Enrollment limited to 30 students. *Y. Park*

ECONOMICS 306 OPEN ECONOMY MACROECONOMICS AND GROWTH THEORY An investigation of topics relating to growth in a global economy. The first half of the semester will concentrate on issues relating to the determination of exchange rates, the price level, interest rates, and the rate of unemployment in open economies. The second half of the course will investigate the determinants of growth. Demand and supply constrained growth models will be examined, and the social factors influencing the rate of growth explored.

Prerequisite: Course 206 and Mathematics 112 (or a more advanced calculus course). Enrollment limited to 30 students. *E. McKenna*

ECONOMICS 307 ENVIRONMENTAL ECONOMICS The application of economic theory to natural resource use and environmental problems. Emphasis on the environmental consequences of externalities, a theoretical analysis of policies designed to arrest and control environmental degradation, and the contribution of benefit-cost analysis to environmental problems.

Prerequisite: Course 205, or Course 112 and permission of the instructor. Enrollment limited to 30 students. *G. Visgilio*

ECONOMICS 311 INTERNATIONAL TRADE The theory of international trade, analysis of the costs and benefits of trade, and application to specific problems in international policy.

Prerequisite: Courses 111 and 205. Enrollment limited to 30 students. *Staff*

ECONOMICS 314 ANTITRUST ECONOMICS AND POLICY An economic analysis of antitrust law and policy. Relevant aspects of foundation statutes such as the Sherman Act of 1890, the Clayton Act of 1914, and the Federal Trade Commission Act of 1914 will be reviewed with emphasis on the law and economics of monopolization, horizontal restraints of trade, oligopoly and tacit collusion, horizontal and vertical mergers, price discrimination, vertical integration and restraints.

Prerequisite: Course 205. Enrollment limited to 30 students. *G. Visgilio*

ECONOMICS 316 ECONOMIC DEVELOPMENT OF SOUTH ASIA Examines the economics of South Asia with a focus on regional development issues. Emphasis on trends in economic growth, inequality, education, poverty, the informal economy and social welfare. Country case studies and comparative analyses to examine critically mainstream and alternative economic and political discourse.

Prerequisite: Courses 205 and 206. Enrollment limited to 30 students. *R. Ranasinghe*

ECONOMICS 317 AN ECONOMIC ANALYSIS OF LAW Economics and law with special reference to how the law promotes efficiency when it creates incentives for problems to be solved in the most cost efficient way and when it reduces transaction costs so that parties to a dispute can reach low-cost solutions. Topics will include basic price theory, definitions of efficiency, the Coase Theorem, and the economics of contract law, tort law and antitrust.

Prerequisite: Course 205. Open to juniors and seniors. Enrollment limited to 30 students. *G. Visgilio*

ECONOMICS 319 LABOR AND THE INTERNATIONAL ECONOMY How trends in the world economy in the post-war period have contributed to declining wages, rising inequality, and unemployment, primarily in the U.S., but with some comparison to Europe, Japan, and developing countries.

Prerequisite: Courses 111, 112, and 205. Enrollment limited to 30 students. *C. Howes*

ECONOMICS 322 GAME THEORY This course covers the fundamental tools of game theory; extensive form games, normal form games, Nash equilibria, and evolutionary stability. Game theory contributes to the understanding of social interactions. We explore such issues as credible and incredible threats and the value of pre-commitment.

Prerequisite: Course 205. Enrollment limited to 30 students. *M. Howard*

ECONOMICS 324 CORPORATE FINANCE An introduction to two key decisions: selection of projects using the net present value rule, and the choice between debt and equity financing. Topics include decision-making under conditions of risk, the valuation of options, mergers and international finance, limitations of the net present value rule, and valuation

of long-term investments. Assignments include problem sets and case studies for discussion in class.

Prerequisite: Courses 205 and 230. Enrollment limited to 30 students. *Y. Park*

ECONOMICS 326 ECONOMIC HISTORY/HISTORY OF ECONOMIC THOUGHT: II Economic history and the history of economic thought since the French Revolution. Topics include state building; industrialization, Marxism, imperialism, economic growth, hot and cold wars, conservative, Keynesian, and institutional theories of the economy. Primary sources are read.

Prerequisite: Course 205 or 206. Enrollment limited to 30 students. This is a designated Writing course. *S. Pack*

ECONOMICS 328 PUBLIC FINANCE An examination of economic justifications for government activity and the impact of government spending and taxing on the economy. Analysis of spending programs, such as education, defense, health and social insurance, and the nature and effects of taxes, particularly the personal and corporate income taxes and consumption taxes. Attention to the roles of different levels of government in a federal system.

Prerequisite: Courses 111 and 205. Enrollment limited to 30 students. This is a designated Writing course. *D. Peppard*

ECONOMICS 330 INTERNATIONAL FINANCE International finance builds on macroeconomic tools of analysis and deals with the balance of payments and exchange rate dynamics along with the effectiveness of macroeconomic policy in an open world economy with floating exchange rates. Theory will be complemented by a survey of the history and political economy of international financial regimes.

Prerequisite: Course 206. Enrollment limited to 30 students. *M. Howard*

ECONOMICS 332 OPEN ECONOMY MACROECONOMICS FOR DEVELOPING COUNTRIES A study of the critical association among openness, macroeconomic stability, and growth in developing countries. Topics included open-economy models; problems and policy dilemmas with regard to fiscal deficits, money supply, macroeconomic imbalances, external shocks, and capital flows; debt crises, inflation targeting, exchange rates, and macroeconomic management. Course 332 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: Open to juniors and seniors who have taken Course 206. Enrollment limited to 30 students. *M. Cruz-Saco*

ECONOMICS 332f OPEN ECONOMY MACROECONOMICS FOR DEVELOPING COUNTRIES (In Spanish) This optional section of Course 332 will meet for an additional hour each week to discuss supplemental texts in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 332f must concurrently register for Course 332.

ECONOMICS 336 INDUSTRIAL ORGANIZATION Theoretical analysis of the structure and interactions of firms and markets. Emphasis on imperfectly competitive markets and real-world frictions such as limited information, transaction costs, government actions, and barriers to entry by new firms.

Prerequisite: Course 205. Enrollment limited to 30 students. This course satisfies General Education Area 3. *M. Lopez-Anuarbe*

ECONOMICS 341 ECONOMICS OF THE FAMILY/FAMILY DEMOGRAPHY With divorce and non-marital childbearing on the rise in the United States, this course highlights trends and racial-ethnic differences in family formation from the mid-1900s to the present. Consequences for child, adolescent, and adult outcomes will be critically analyzed.

Prerequisite: Course 205 and 230. Enrollment limited to 30 students. *T. Craigie*

ECONOMICS 354 ECONOMETRICS II Simultaneous equation systems, difference equations, stationary time series models, arch models, maximum likelihood estimation, stochastic trends, unit root processes, and Dickey-Fuller tests. Extensive use of econometric software and lab facilities, and written projects integrating economics and quantitative methods. Strongly recommended for students planning to do Individual Study or Honors Study, as well as for students planning to pursue graduate work or a professional career in economics.

Prerequisite: Course 230 and Mathematics 112 (or a more advanced calculus course). Enrollment limited to 20 students. *E. McKenna*

ECONOMICS 356 ADVANCED ECONOMETRICS Students will explore advanced econometric techniques while concurrently learning how to execute them using real world data. The course requires an empirical project that utilizes at least one of these advanced econometric methods. Strongly recommended for students who will enroll in Individual/Honors Study or pursue a post-baccalaureate degree in economics, public policy, or related social science.

Prerequisite: Course 230 and Mathematics 112 (or higher calculus course). Enrollment limited to 20 students. *T. Craigie*

ECONOMICS 401 THE POLITICAL ECONOMY OF LEGALIZED GAMBLING IN THE UNITED STATES The history and current status of four important forms of legal gambling in the United States: lotteries, casinos, Indian gambling, and pari-mutuel betting on horses. Issues include current policy debates regarding the spread of casino gambling, with a view toward suggesting appropriate public policies, and social and economic effects of these forms of gambling.

Prerequisite: Courses 205 and 230. Open to senior economics majors. Enrollment limited to 16 students. This is a designated Writing course. *D. Peppard*

ECONOMICS 402 ECONOMICS OF DISCRIMINATION To develop a working knowledge of discrimination in various labor markets, this course presents economic models of discrimination and implications for anti-discriminatory policies. Beyond racial and gender prejudice, discrimination on the basis of statistical evidence, beauty, fertility decisions, and sexuality will be critically discussed.

Prerequisite: Course 205, 206, and 230. Enrollment limited to 16 students, with preference given to seniors. This is a designated Writing course. *T. Craigie*

ECONOMICS 404 SEMINAR IN ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS The application of economic theory to environmental problems and to the use of natural resources, with special reference to cost-benefit analysis, dynamic efficiency, externalities, and public goods. Current issues such as global warming, acid deposition, fossil fuel use, biodiversity, and environmental justice will be discussed. Each issue will be analyzed in terms of recent policy changes and their economic implications.

Prerequisite: Courses 230 and 307, or permission of the instructor. Open to seniors. Enrollment limited to 16 students. This is a designated Writing course. *G. Visgilio*

ECONOMICS 405 SEMINAR IN INFLATION AND UNEMPLOYMENT A study of the causes of and relationship between inflation and unemployment. Monetarist, Keynesian, and Post-Keynesian views of inflation and unemployment will be examined in terms of

theoretical and policy arguments, the interrelation of inflation and unemployment, and the strengths and weaknesses inherent in each view.

Prerequisite: Courses 206 and 230. Open to senior economics majors. Enrollment limited to 16 students. This is a designated Writing course. *E. McKenna*

ECONOMICS 406 POLITICAL ECONOMY SEMINAR Selected readings in national and international political economy.

Prerequisite: Courses 205, 206, 230, and one of the following: 210, 234, or 237; or permission of the instructor. Open to senior economics majors. Enrollment limited to 16 students. This is a designated a Writing course. *M. Cruz-Saco, R. Jensen, D. Peppard*

ECONOMICS 407 ECONOMICS OF CONFLICT AND COOPERATION An introduction to fundamental microeconomic concepts relevant to the generic problem of coordinating social interactions among autonomous actors, with particular attention to conflict, competition, collective action, and coordination failures in capitalist economies. Emphasis on how the public goods problem is dealt with under various institutional settings.

Prerequisite: Course 205 and Mathematics 113 or 212. Open to senior economics majors. Enrollment limited to 16 students. This is a designated Writing course. *Y. Park*

ECONOMICS 409 WOMEN AND WORK An historical overview and economic analysis of the work traditionally done by women, including unpaid labor. The course addresses the questions of why women are concentrated in a small number of occupations and forms of unpaid labor, why they are paid less than men on average, and how the experience of women of color differs from that of white women.

Prerequisite: Courses 205, 206, and 230. Enrollment limited to 16 students. This is as designated Writing course. *C. Howes*

ECONOMICS 416 SEMINAR IN THE HISTORY OF ECONOMIC THOUGHT: ADAM SMITH AND THE RISE OF ECONOMICS An intensive study of the work of Adam Smith, his place in the history of economic thought, and the relevance of his work to contemporary society. Topics include cost plus pricing, supply side economics, the moral desirability of capitalism as a socioeconomic system, and the role of government in the economy.

Prerequisite: Courses 205, 206, and 230. Open to senior economics majors. Enrollment limited to 16 students. This is a designated Writing course. *S. Pack*

ECONOMICS 430 GLOBALIZATION AND ECONOMIC DEVELOPMENT IN LATIN AMERICA The promises of globalization, inequality, free trade agreements, foreign direct investment, the role of international financial institutions, and why certain countries are trapped in poverty. How the "new economy model" in selected countries is affected by current trends in finance and trade, domestic economic policies, and socio-economic and political pressures. Course 430 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: Courses 206 and 230; and one of the following: 224 (Government 224), 234, 237. Open to junior and senior economics majors, and to others with permission of the instructor. Enrollment limited to 16 students, with preference given to seniors. This is a designated Writing course. *M. Cruz-Saco*

ECONOMICS 430f GLOBALIZATION AND ECONOMIC DEVELOPMENT IN LATIN AMERICA (In Spanish) This optional section of Economics 430 will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 430f must concurrently enroll in Economics 430. *M. Cruz-Saco*

ECONOMICS 291, 292 INDIVIDUAL STUDY This is a designated Writing course.

ECONOMICS 391, 392 INDIVIDUAL STUDY This is a designated Writing course.

ECONOMICS 491, 492 INDIVIDUAL STUDY This is a designated Writing course.

A student wishing to undertake Individual Study should present a proposal to the department by April 15 or November 15 in the semester preceding the Individual Study. Students must have prior course work in the proposed field of study and must have taken course 230.

ECONOMICS 497–498 HONORS STUDY Students wishing to undertake Honors Study should submit a preliminary proposal to the department by February 15 of their junior year. A formal proposal is due April 15 of the junior year. Students must also meet the following requirements: Courses 111, 112, 205, 206, 230, and two additional courses including prior work in the proposed field of study. This is a designated Writing course.

Education

Professor: James; Assistant Professors: Roberts, Wright; Certification Officer and Educator in Residence: Cocores; Associate Professor Grande, *chair*

The Education Department views American education as a reflection of a set of political, economic and cultural relationships that reflect the dominant social arrangements of U.S. society. Teaching is therefore viewed as a political act. The goal of the Teacher Education Program is to produce critical educators who understand that one of the consequences of living in a pluralistic society is the existence of a variety of conflicting views of what it means to be educated. As such, it works to instill in students a sense of responsibility to participate in the political process by which educational policies are initiated, employed and resisted.

The Department employs a social justice curriculum where students are expected to: (1) achieve excellence in their field, (2) understand classrooms as a reflection of larger social-political and economic forces, (3) develop critical and anti-bias pedagogies and, (4) to view the classroom as a dynamic and dialectical space.

There will be changes in the certification regulations for students who plan to apply for certification after July 1st 2014. (These changes will not affect the students who graduate in June of 2014 as long as they complete all of their requirements and apply for certification before July 1st 2014). Students should check with the Education Department Certification Officer for details.

Elementary Program

State Certificate

Connecticut College is accredited to prepare elementary school teachers, grades K-6. Candidates for an elementary certificate may major in any of the academic departments of the College. Certification students will also receive instruction in special education as part of their course work. Connecticut College is also accredited to prepare music teachers, K-12; for the requirements for the major in music with a concentration in Music Education see page 268.

The prospective elementary teacher must have a minimum of 39 semester hours in general education, including a survey course in U.S. History and study in the following areas: natural sciences*; social studies; English; mathematics**; and foreign language or fine arts. The education department may specify areas of general study depending on a candidate's background.

All students must also meet the following professional requirements: Education 103, 223, 304, 313, 341, 445 and 450; Human Development 111, 225. It is advisable to take Education 223 and Human Development 111 in the freshman year, Human Development 225 and Education 341 in the sophomore year, and Education 304 and 313 in the junior year.

During either the first or second semester of the senior year, the student will devote the full semester to teacher preparation, taking Education 445 concurrently with Education 450.

Secondary Programs

State Certificate

Connecticut College is accredited to prepare secondary school teachers in the following fields: English, history-social studies, Spanish, mathematics, biology, chemistry, general science, earth science, and physics. Connecticut College is also accredited to prepare music teachers, K-12; for the requirements for the major in music with a concentration in Music Education see page 268.

The prospective secondary teacher must have a minimum of 39 semester hours in general education including a survey course in U.S. history and study in five of the following areas: natural sciences*; social studies; fine arts; English; mathematics**; and foreign language. The education department may specify areas of general study depending on a candidate's background. In addition, candidates for secondary certification generally must major in the area in which they seek certification.

The student must also meet the following professional requirements: Education 103, 223, 225, 305, 450, and 457; Human Development 225 and 307. It is advisable to take Education 223 in the freshman year. In the senior year the student will devote one semester primarily to teacher preparation, taking Education 450 concurrently with Education 457.

Learning Goals in the Education Major

The Education Department at Connecticut College prepares students to teach in public schools. In following the liberal arts tradition, they approach the study of teaching and education as an intellectual pursuit and not a practitioner model that stresses "techniques." The aim is to prepare students to not only assume their roles as classroom teachers but also as active citizens and public intellectuals. The following goals and competencies are a *sample* of how student learning is assessed throughout the program.

Goals

- To educate teachers who understand that excellence in teaching begins with deep knowledge and a critical understanding of their subject matter as a means of developing high standards of achievement and excellence for their K-12 students.
    - Candidates demonstrate knowledge of their subject matter by not only meeting State requirements but also Connecticut College standards of excellence in their major area(s) of study.

*Requires course in science department.
**Requires course in mathematics department.

    - Candidates demonstrate understanding of the national, state, and professional standards within their subject matter as well as critical knowledge of the major principles and constructs.
- To educate teachers who understand that education and schooling are shaped by larger socio-historical, political, economic, and geographic contexts.
    - Candidates demonstrate a critical understanding of the history of education and schooling in the United States as it relates to and has been connected with the process of nation building and globalization.
    - Candidates demonstrate a critical understanding of knowledge as both situated and historical.
- To educate teachers who construct critical pedagogies that are situated in and shaped by students' prior knowledge, local contexts and community knowledge.
    - Candidates demonstrate knowledge of the current and historical issues relevant to the greater New London community.
    - Candidates understand and build upon the knowledge and assets students bring to the classroom.
- To educate teachers who understand the relationship between power and knowledge and who create classrooms as critical sites of action where essential questions related to educational access, opportunity, conditions and outcomes.
    - Candidates demonstrate and understanding of classrooms as sites of struggle, possibility and transformation where the relationship between knowledge and power is engaged.
    - Candidates understand differentiated instruction through a critical framework.
- To educate teachers who understand literacy as having multiple dimensions, forms and functions that develop both inside and outside of schools. Literacies are meaning making processes in which dynamics of power, voice, access, subjectivity, and representation are operating.
    - Candidates demonstrate critical knowledge about the processes of language acquisition and literacy. That is, they demonstrate understanding of the relationship between language and power through their ability to employ approaches that disrupt compensatory and deficit models, especially as they relate to English Language Learners and "struggling readers and writers."
- To educate teachers who understand assessment and evaluation as contextual, as forms of inquiry and ongoing processes of reflection and praxis.
    - Candidates demonstrate knowledge of the differences among formative and summative assessments and evaluation and how to use them effectively as part of instruction.

Courses

While the Education Department is committed to working with all area schools in our coursework, we continue to develop special partnerships with New London and Groton schools.

EDUCATION 103 DRUG AND AIDS EDUCATION FOR TEACHERS This course prepares elementary, middle school and secondary educators to teach drug and AIDS education. Students will engage in a critical examination of the methods and materials with an emphasis on: risk factors, approaches to drug and AIDS prevention, teaching strategies, and the evaluation of educational materials. One hour credit, marked as pass/not passed. For restrictions on the number of one-credit courses that can be applied toward the minimum degree requirements, see page 338 of the undergraduate catalog. *C. Cocores*

EDUCATION 223 FOUNDATIONS OF EDUCATION This course introduces students to the notion of schools as sites of political struggle. Students examine this problematic through the historical, sociological, political, and economic lenses as well as contemporary theories of education: liberal/progressive, traditional/conservative, and revolutionary/critical theories. Students apply these theories to their examinations of contemporary public schools and classrooms. Students are required to complete a minimum 20-hour in-school practicum as part of this course.

Open to second semester freshmen and sophomores. Class is also open to juniors and first semester seniors enrolled in a certificate program. Enrollment limited to 25 students per section. Offered both semesters. This course is open to all students whether they choose to enroll in the certification program or not. This course satisfies General Education Area 3 and is a designated Writing course. *M. James, S. Grande*

EDUCATION 225 CURRICULUM AND CLASSROOM ASSESSMENT This course connects learning and teaching with methods of K-12 classroom assessment. Students will learn how to plan and develop assessment tools that support their pedagogical decisions. Through the lens of critical pedagogy, students will evaluate and interpret data produced by different forms of assessment.

Prerequisite: Course 223. Enrollment limited to 40 students. *Staff*

EDUCATION 226 GENDER AND HUMAN RIGHTS This is the same course as Gender and Women's Studies 226. Refer to the Gender and Women's Studies listing for a course description.

EDUCATION 270 TEACHING AND LEARNING FOR SOCIAL CHANGE: POWER, AGENCY, AND ACTION An examination of the theory and methods of social justice approaches in education. Key questions engaged by the course include: What are the tensions, barriers, and possibilities when students are decision-makers and change agents in the educational process? What are the theoretical, curricular, and methodological approaches to student-led participatory action research projects? Students will analyze case studies to develop a range of perspectives on social change projects in education.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 40 students. This is a designated Writing course. *D. Wright*

EDUCATION 274 MUSEUM EDUCATION This is the same course as Art History 274. Refer to the Art History listing for a course description.

EDUCATION 304 MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL This course uses critical and constructivist/inquiry based approaches to understanding concepts in science and integration of mathematics and science in the elementary classrooms. It includes observation and teaching in elementary schools. Connections will be developed between the Education Department's social justice curriculum and the art of teaching mathematics and science in elementary schools.

Prerequisite: Course 223 and Human Development 111. Offered second semester. *M. James*

EDUCATION 305 CURRICULAR THEORIES AND DESIGN IN THE CONTENT AREA Students will engage the major strands of contemporary curricular theories and design. The course includes field placements in local public schools, where students will observe the application of curricular theory, design, and instructional strategies in their content areas. Emphasis on the connections between curricular theory and pedagogy, which together constitute praxis.

Prerequisite: Course 223. Enrollment limited to 25 students. *S. Grande*

EDUCATION 313 CHILDREN, BOOKS, AND CULTURE An examination of the theoretical and practical aspects of the study of stories for children, coming both from oral and written traditions. Special attention is given to issues of multiculturalism, censorship, and social justice. Students will develop both knowledge of stories and books, and an understanding of how they fit into elementary school classrooms.

Prerequisite: Course 341, and either Human Development 111 or 307. Preference is given to students in the elementary school teacher certification program; others with permission of the instructor. Enrollment limited to 30 students. Offered second semester. *R. Roberts*

EDUCATION 316 QUEER PEDAGOGY An examination of the intersection between education, culture, and sexuality. The course employs queer theory/queer pedagogy to analyze classrooms and curricula as racialized, genderized, and sexualized spaces where multiple voices are silenced. The course is not a blueprint for "best practices"; rather it is designed to contribute to the larger debate about the benefit of integrating the relevant theory and pedagogy into the academic curriculum.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This course is not required for the teacher certification program. *Staff*

EDUCATION 341 LITERACY IN THE ELEMENTARY SCHOOLS An exploration of the theoretical and practical approaches to teaching reading and writing within a comprehensive elementary literacy program. Students will examine ways to build social justice classroom communities, which engage children as active readers and writers, and are congruent with national and state guidelines and standards. A three-hour a week field experience in an elementary school is required. Six hours credit.

Prerequisite: Course 223. Offered second semester. *R. Roberts*

EDUCATION 350 EDUCATION AND THE REVOLUTIONARY PROJECT IN LATIN AMERICA An analysis of the role of popular education in twentieth-century revolutionary ideology in Latin America. Students will examine the Zapatista movement in México, Marxist education in Cuba, and the Sandinista literacy campaign in Nicaragua. The course begins with an analysis of the radical Brazilian philosopher and educator, Paolo Freire. This is the same course as American Studies/Comparative Race and Ethnicity/Gender and Women's Studies 350.

This course is recommended for sophomores, juniors, and seniors. Enrollment limited to 20 students. This course is not part of the certification program. This is a designated Writing course. *M. James*

EDUCATION 445 STUDENT TEACHING IN THE ELEMENTARY SCHOOL The department will arrange teaching in an area school. Whenever possible, there will be two placements, one urban and the other, suburban. This course allows students to put into practice the department's conceptual framework of social justice. Students will observe and student-teach in the classroom for eleven weeks and take part in a biweekly seminar class. This course is designed to be taken in conjunction with Education 449.

Prerequisite: Courses 225, 304, and 313; and Human Development 111 and 225; and permission of the department. Offered both semesters. Eight hours credit. *M. James, R. Roberts*

EDUCATION 450 STUDENT TEACHING SEMINAR IN CRITICAL PEDAGOGY: ELEMENTARY AND SECONDARY SCHOOL Students will observe in a public school classroom before and after the student teaching experience, taking part in intensive and rigorous class work designed to prepare participants for the student teaching experience. They will learn to incorporate social justice themes and pedagogies into classroom management,

unit design, lesson planning, and student assessment. This course is designed to be taken in conjunction with either Education 445 or 457.

Prerequisite for elementary certification: Courses 304, 313, and 341; and Human Development 111 and 225; and permission of the department. *Prerequisite for secondary certification:* Courses 225 and 305; and Human Development 225 and 307; and permission of the department. Offered both semesters. Enrollment limited to 16 students. *S. Grande, M. James, R. Roberts, D. Wright*

EDUCATION 457 STUDENT TEACHING IN THE SECONDARY SCHOOL The department will arrange teaching in an area school. This course allows students to put into practice the department's conceptual framework of teaching for social justice. Students will observe and student-teach in the classroom for eleven weeks and take part in a biweekly seminar class.

Prerequisite: Course 300B; and Human Development 225 and 307; and permission of the department. Offered both semesters. Eight hours credit. *S. Grande, C. Cocores*

EDUCATION 291, 292 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research and/or field work per week. The four-credit option requires the student to commit to eight to ten hours of independent research and/or field work per week.

EDUCATION 391, 392 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research and/or field work per week. The four-credit option requires the student to commit to eight to ten hours of independent research and/or field work per week.

EDUCATION 491, 492 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research and/or field work per week. The four-credit option requires the student to commit to eight to ten hours of independent research and/or field work per week.

CHILD AND ADOLESCENT PSYCHOLOGY See Human Development 111.

EDUCATIONAL MEASUREMENTS See Psychology 303.

SOCIOLOGY 223, ETHNIC AND RACE RELATIONS is recommended for future teachers.

Literatures in English

Professors: Boyd, Gezari, Gordon, Hartman, Rivkin; Associate Professors: Greven, Hay, Ray; Assistant Professors: Ammirati, Baker, Strabone, Wilder; Visiting Assistant Professors: Reder, Rossi-Reder, Shoemaker; Professor Greven, *chair*

The department gives students the opportunity to study the literature produced in Great Britain, the United States, and the rest of the world where English is spoken and written. Students may select from a wide range of courses that focus on major writers and genres,

considering the relationship of literary works to their historical and geographical contexts, and connect the study of English literatures to other disciplines. Our courses emphasize the pleasures of the imagination and seek to develop habits of critical thinking, rigorous analysis, and cogent writing.

The department offers concentrations in both creative writing (poetry or fiction) and the comparative study of race and ethnicity, in connection with the Center for the Comparative Study of Race and Ethnicity.

The Major in Literatures in English

The major consists of 202, 220, and at least eight other courses. These must include at least five at the 300 level or above. Of these five, there must be one from each of three *geographical areas*: British, U.S., and World literatures; and there must be one from each of three *historical periods*: Medieval/Renaissance literature, Renaissance/Eighteenth Century/Romantic literature, and literature from 1800 to the present. Each course fulfills a geographical and an historical requirement. No single course may be counted as satisfying the requirement in more than one historical category or geographical category.

- British literature: 303, 305, 312, 320, 323, 324, 326, 327, 328, 329, 331, 333, 334, 345, 346, 365, 368, 372, 493E, 494E, 493I, 494I, 493P, 494P
- U.S. literature: 301, 302, 305, 306, 307, 315, 332, 337, 341, 343, 344, 347, 349, 361, 370, 493A, 494A, 493B, 493C, 494C, 493G, 494G, 493H, 494H, 493V, 494V
- World literature: 314, 316, 335, 339, 358, 360, 362, 493K, 494K, 493Q, 494Q, 493Z, 494Z
- Medieval/Renaissance literature: 303, 323, 324, 326, 331, 333, 334, 493F, 494F, 493W, 494W, 493Y, 494Y
- Renaissance/Eighteenth Century/Romantic literature: 303, 309, 312, 323, 324, 326, 327, 329, 330, 331, 343, 345, 363, 368, 493F, 494F, 493V, 494V, 493Y, 494Y
- Literature from 1800 to the present: 301, 302, 304, 305, 306, 307, 308, 309, 310, 314, 315, 316, 319, 320, 325, 328, 332, 335, 337, 339, 341, 343, 344, 345, 346, 347, 349, 354, 357, 358, 360, 361, 362, 364, 365, 370, 372, 493A, 494A, 493B, 494B, 493C, 494C, 493E, 494E, 493G, 494G, 493H, 494H, 493I, 494I, 493K, 494K, 493P, 494P, 493Q, 494Q, 493T, 494T, 493U, 494U, 493V, 494V, 493Z, 494Z

All majors are required to complete a senior seminar (493 or 494) unless they are writing an honors thesis; both the senior seminar and honors study may be used to meet the historical and geographical requirements of the major. Only one course at the 100 level may be counted towards the minimum of ten. One course in a foreign-language literature may be counted towards the minimum of ten; this course may not replace an upper-level requirement.

Only two courses in writing (217, 221, 240, 300, 321, 322, 340, 440) may be counted towards the minimum of ten, although all writing courses are counted in determining the maximum of 16 courses allowed in one department.

Two courses taken outside the College may, with permission of the chair, be counted towards the major.

Concentration in Creative Writing

Students are expected to concentrate in either fiction or poetry writing.

For the concentration in fiction writing, students must complete the ten courses for the major, including 217 and either 321 or 322. Students elect two additional courses in fiction

writing: 221, 291, 292, 321, 322, 391, 392, 491, 492, or 497–498. A course in poetry writing may be substituted for a course in fiction writing.

For the concentration in poetry writing, students must complete the ten courses for the major, including 240 and 340. Students elect two additional courses in poetry writing: 440, 291, 292, 391, 392, 491, 492, or 497–498. A course in fiction writing may be substituted for a course in poetry writing.

Advisers: B. Boyd, C. Hartman

Concentration in Race and Ethnicity

Students must complete the major as described above with the addition of Comparative Race and Ethnicity 206. One of the ten required English courses must be course 242. Of the five at the 300 level or above, three must be designated by the department as courses in Race and Ethnicity, including one in the long eighteenth century. Any of these upper-level courses may also fulfill an upper-level area requirement within the major. In addition, student must complete a major research paper with a Race and Ethnicity focus in a senior seminar, individual study or honors study, or in the Comparative Race and Ethnicity 400-level capstone course.

The Minor in Literatures in English

The minor consists of Course 202; Course 220; and three courses at the intermediate or advanced levels, two of them at the 300- or 400 level, including one English department course in literature before 1830. One course in writing at the intermediate level or above may be counted toward the minor.

Learning Goals in the Literatures in English Major

Students who graduate with the major in Literatures in English must gain a broad knowledge of literatures written in English; establish sophisticated habits of engagement with texts of all kinds; become familiar with a range of methods of literary analysis; acquire rhetorical and logical skills in both written and oral argument; and develop a flexible framework for organizing knowledge about literary texts and their value as human achievements and reflections of the human condition.

Literature is the most intense, experimental and human use of language. Our students come to understand the vitality of language in its various contexts and learn to use it both consciously and imaginatively, whether as argument or art or both. What constitutes good writing may be debated, but we all know it when we read it, and majors in Literatures in English must consistently strive to achieve it. All of our courses emphasize the art of writing and the benefits of close reading. Through this process our students develop articulateness, cultural literacy and intellectual agility.

The major in Literatures in English requires a minimum of ten courses. English 202, the first required course for the major, focuses on the acquisition of skills in close reading and illuminates fundamental questions about literature: how texts have voices and tell stories; how formal elements shape meaning; and how historical and cultural contexts affect both textual production and reception. In English 220, the second required course, students become familiar with different methodologies for approaching literature and explore the intersections of literature with other disciplines and interdisciplinary fields. Here students hone essential research skills and develop techniques for writing within the discipline. After completing English 202 and 220, majors must take five courses at the 300 and 400 levels which explore different historical periods (medieval, Victorian, postmodern, etc.) and regions of the English-speaking world (England, North America, Nigeria, etc).

The culmination of the major is either an Honors thesis developed during two semesters of intensive work with a faculty director, or a one-semester capstone Senior Seminar. To write either the long essay for this seminar or the Honors thesis, students must engage in intensive individual research and detailed textual analysis, and they must produce a written argument that is complex, sustained, supported and persuasive.

Students may choose to do additional coursework to complete the Concentration in Creative Writing (Fiction or Poetry) or the Concentration in the Study of Race and Ethnicity. Either Concentration requires at least twelve courses in the major. Students who are admitted to the Concentration in Creative Writing may then be admitted to Honors study. An Honors thesis in Fiction or Poetry supplements but does not replace the Senior Seminar.

Courses

ENGLISH 103 DISSENTING VOICES IN AMERICAN FICTION A study of major American novels from the late nineteenth and twentieth century that dissent from dominant cultural perspectives and values. Attention given to issues of gender, race, class, and ethnicity in an exploration of how identity is shaped by and resistant to cultural norms of different eras. Authors include James, Mark Twain, Sinclair, Faulkner, Petry, Silko, and Morrison.

Open to freshmen and sophomores. Enrollment limited to 40 students. This course satisfies General Education Area 4. *Staff*

ENGLISH 104 ALIEN BEINGS, ALIEN WORLDS Fantasy and science fiction as diametrically opposed genres of popular literature that arise at the same time and in the same place, Britain during the 1880s and 90s. Fantasy writers range from Dunsany to Shinn; science fiction writers, from Wells to Card.

Open to freshmen and to others with permission of the instructor. Enrollment limited to 40 students. This course satisfies General Education Area 4. *P. Ray*

ENGLISH 110: INTRODUCTION TO LANGUAGE AND MIND This is the same course as Linguistics/German Studies/Hispanic Studies 110. Refer to the Linguistics listing for a course description.

ENGLISH 112 9/11 AND LITERATURE Is literature among the "everything" that is said to have "changed" on September 11, 2001? Did irony die? Texts include Foer's *Extremely Loud and Incredibly Close*, Rankine's *Don't Let Me Be Lonely*, DeLillo's *Falling Man*, O'Neill's *Netherland*, Hamid's *The Reluctant Fundamentalist*, Gibson's *Pattern Recognition*, and works of film and television.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *Staff*

ENGLISH 113 MUSIC AND POETRY An investigation of the relations of poetry with music. Special attention to analogies between postwar American poetry and jazz, the integration of words with music in songs, poetic and musical ideas of rhythm, and the problem of establishing an interdisciplinary critical discourse. Materials may include works by Antin, Berryman, Cage, Coleman, Creeley, Dylan, Harper, Mac Low, Parker, Waits, and Zukofsky.

Open to freshmen and sophomores. Enrollment limited to 40 students. This course satisfies General Education Area 4. *C. Hartman*

ENGLISH 115 BOB DYLAN This course explores Dylan's work as a verbal artist from *Bob Dylan* (1962) through *Modern Times* (2006), with attention to musical accompaniment and its interaction with lyrics; cultural and artistic background; revisions and covers; transcription, performance, and the reception and distribution of song.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *J. Gezari and C. Hartman*

ENGLISH 116 CONTEMPORARY WOMEN WRITERS, 1970–PRESENT Works by contemporary women writers with an emphasis on fiction. The use of a woman's literary tradition; connections between gender and genre; experimentation with language and form; the impact of ethnicity, race, and class; and feminist revisions of traditional images of gender. Readings may include works by Morrison, Kingston, Atwood, Kincaid, Munro, Robinson, and Rich. Secondary readings in feminist criticism and theory.

Open to freshmen and sophomores. Enrollment limited to 40 students. This course satisfies General Education Area 4. *J. Gezari, J. Rivkin, A. Rossi-Reder*

ENGLISH 118 NARRATIVES OF BLACK TRAVEL Many spaces have been designed to restrict the movement and integration of racially-marked bodies. This course will examine the narratives of people of African descent that reveal identity to be contingent upon space and place. We will look at the literature, film, and art of black people "on the move."

Open to freshmen and sophomores. Enrollment limited to 40 students. This course satisfies General Education Area 4. *C. Baker*

ENGLISH 123 INTRODUCTION TO AFRICAN-AMERICAN LITERATURE This course focuses on major movements in African-American literary history, from the antebellum era to the present. Students will be introduced to the practice of literary analysis through a study of early and recent criticism. Discussions will focus on the tricky question of how to identify a uniquely African-American text.

Open to freshmen and sophomores. Enrollment limited to 40 students. This course satisfies General Education Area 4. *C. Baker*

ENGLISH 124 FROM TREASURE ISLAND TO HOGWARTS: AMERICAN AND BRITISH FANTASY 1883–1997 A study of the development of fantasy in Britain and America from Robert Louis Stevenson to J.K. Rowling. Emphasis on the sub-genres of fantasy such as Christian fantasy (Lewis, Tolkien) and dark fantasy (Bradbury).

A statement of interest must be submitted to the instructor two weeks prior to pre-registration and will constitute the basis for selection of 40 students. Admission by permission of the instructor. Enrollment limited to 40 students. This course satisfies General Education Area 4. *P. Ray*

ENGLISH 125 CHAUCER, SHAKESPEARE, MILTON, AND COMPANY A historical survey of English literature's most enduring writings up to the early nineteenth century, ranging from Geoffrey Chaucer's *Canterbury Tales* to Jonathan Swift's *Gulliver's Travels*. Other writers to be considered include Shakespeare, Marlowe, Donne, Spenser, Milton, and Pope. Students may not receive credit for both this course and English 120I, or the Freshman Seminar "Golden Oldies."

Enrollment limited to 40 students. This course satisfies General Education Area 4. *J. Gordon*

ENGLISH 126 THE TWENTIETH-CENTURY AMERICAN SHORT STORY This course traces the development of the 20th-century American short story via rigorous close-readings of texts, while paying careful attention to literary, historical, and market-based contexts. Authors include Anderson, Hemingway, Fitzgerald, Welty, Salinger, O'Connor, Malamud, Baldwin, Barth, Oates, Carver, Beattie, O'Brien, Moore, Diaz, and Lahiri.

Open to freshmen and sophomores. Enrollment limited to 40 students. This course satisfies General Education Area 4. *E. Antrim*

ENGLISH 131 MODERN LITERATURE Readings in post-war writers such as Beckett, Nabokov, Mailer, Bellow, Vonnegut, Flannery O'Connor, Heller, Albee, and Fowles, with

particular attention to their criticism of Western culture and to their use of various modes of antirealism.

Open to freshmen and sophomores. Enrollment limited to 40 students. This course satisfies General Education Area 4. *J. Gordon*

ENGLISH 137 LITERATURE AND EMPIRE An analysis of texts from three broad categories: imperial narratives, narratives of decolonization, and postcolonial narratives. The class will focus on a historical understanding of the development of postcolonial forms of literature. Readings from authors such as Kipling, Haggard, Conrad, Cesaire, Achebe, Devi, Friel, Roy, and Walcott.

Open to freshman and sophomores. Enrollment limited to 40 students. This course satisfies General Education Area 4. *Staff*

ENGLISH 202 ESSENTIALS OF LITERARY STUDY An intensive introduction to the skills and concepts fundamental to work in the Literatures in English major. Discussions emphasize the close reading of poetry and prose fiction, and the historical, cultural, and linguistic contexts of literary texts. Students develop their ability to formulate and articulate cogent arguments about literature in discussion and writing.

Open to freshmen and sophomores, unless otherwise stated in the course schedule. Students may not receive credit for both this course and English 120. Enrollment limited to 16 students in each section. Offered both semesters. This course satisfies General Education Area 4 and is a designated Writing course. *Staff*

ENGLISH 207 INTRODUCTION TO AMERICAN LITERATURE: THE 19TH CENTURY A survey of 19th century American literature, considering such issues as the rise of professionalization of authorship in America, abolition and race, women's rights, self-reliance, and the transition from romance to realism. Authors may include Hawthorne, Poe, Melville, Emerson, Thoreau, Whitman, Douglass, Dickinson, and James. This is the same course as American Studies 207.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 30 students. This course satisfies General Education Area 4. *D. Greven*

ENGLISH 208 INTRODUCTION TO AMERICAN LITERATURE: THE 20TH CENTURY AND THE PRESENT A survey of American literature from modernism to postmodernism. Particular attention to revolts against tradition, challenges to stable concepts of literary value, and intersections with the other arts. Authors may include Hurston, Hemingway, Faulkner, Fitzgerald, Steinbeck, Eliot, Stevens, Bishop, Morrison, and DeLillo. This is the same course as American Studies 208.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 30 students. This course satisfies General Education Area 4. *S. Shoemaker*

ENGLISH 209 SHAKESPEARE IN THE 1590s Disturbing elements (such as misogyny, racism, and violence) in Shakespeare's plays are often explained away. His macabre and beautiful plays of this decade, however, resist such treatment. The course confronts these issues in such plays as *Titus Andronicus*, *The Merchant of Venice*, and *The Taming of the Shrew*.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 30 students. This course satisfies General Education Area 4. *L. Wilder*

ENGLISH 210 SHAKESPEARE AFTER 1600 Part owner of a successful theater company and proud owner of a new coat of arms, Shakespeare begins the century with money

and *Hamlet*. In this play and others (*Twelfth Night*, *Othello*, *The Tempest*), we will examine Shakespeare's self-conscious skill and his treatment of identity, ethnicity, violence, and sex.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 30 students. This course satisfies General Education Area 4. *L. Wilder*

ENGLISH 217 WRITING THE SHORT STORY Students will study and write short fiction.

Prerequisite: Writing samples must be submitted to the instructor one week prior to preregistration and will constitute the basis for selection of 12 students. Admission by permission of the instructor. Enrollment limited to 12 students. This course satisfies General Education Area 5 and is a designated Writing course. *B. Boyd*

ENGLISH 219 INTRODUCTION TO AMERICAN STUDIES This is the same course as American Studies 201A. Refer to the American Studies listing for a course description.

ENGLISH 220 THEORY AND PRACTICE OF LITERARY STUDY An introduction to practical and theoretical questions about the discipline of English and the study of literatures in English. What is distinctive about English as a discipline and how does it intersect with other disciplines and interdisciplinary fields? While continuing to refine the techniques of close reading developed in Courses 120 and 202, we will consider how some theories of language, text, value, narrative, author, audience, history, culture, psyche, identity, and politics may shape literary study.

Prerequisite: Course 120 or 202. Enrollment limited to 20 students. Offered both semesters. This course satisfies General Education Area 4 and is a designated Writing course. *Staff*

ENGLISH 221 NARRATIVE NON-FICTION Intensive writing course emphasizing use of narrative techniques in nonfiction writing. Relationship of fiction and nonfiction, integration of storytelling with essay-writing and reporting. Focus on the development of individual style. Readings may include Didion, Mailer, Thompson, and James Baldwin.

Admission by permission of instructor. Enrollment limited to 15 students. This course satisfies General Education Area 5 and is a designated Writing course. *B. Boyd*

ENGLISH 225 ALTERNATIVES TO ADULTHOOD: FROM THE GERMAN BILDUNGSROMAN TO BURNING MAN This is the same course as German Studies 225. Refer to the German Studies listing for a course description.

ENGLISH 226 SPECIAL TOPICS IN AFRICAN-AMERICAN LITERATURE An exploration of concerns central to African-American literature through focus on a single genre. The course examines the relationships between texts and culture, literary form and racial identity, and African-American texts to the literary canon.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 30 students. This course satisfies General Education Area 4. *Staff*

ENGLISH 227 THE FILMS OF ALFRED HITCHCOCK An exploration of the British and American career of Alfred Hitchcock, focusing on themes such as sexuality, suspense, violence, and obsession. Films include *The Lady Vanishes*, *Rebecca*, *Suspicion*, *Notorious*, *Rear Window*, *Vertigo*, *Psycho*, *The Birds*, and *Frenzy*. This is the same course as Film Studies/Gender and Women's Studies 227.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 40 students. This course satisfies General Education Area 4. *D. Greven*

ENGLISH 228 ADVANCED ESSAY WRITING An intensive course in exposition designed to help the competent writer become an accomplished one. Emphasis on style and the development of the writer's characteristic voice.

Admission by permission of the instructor. Samples of student writing must be submitted prior to registration. Enrollment limited to 16 students. This is designated a writing course. *J. Gordon*

ENGLISH 230 A LITERATURE OF TRAUMA—THE PARTITION OF INDIA IN FICTION AND FILM This is the same course as International Studies 230. Refer to the International Studies listing for a course description.

ENGLISH 232 HOLLYWOOD AFTER THE SIXTIES An examination of the work of innovative 1970s directors—Coppola, Scorsese, De Palma, Cohen, Romero, Carpenter, Cimino—through a series of critical lenses. Given that New Hollywood film emerges from the revolutionary cultural shifts produced collectively by the civil rights movement, feminism, and Stonewall (gay rights), critical apparati such as race theory, feminism, and queer theory provide salient insights into the complex negotiations of race, gender, and sexuality in the films of this era and movement. Possible films include *The Conversation*, *Taxi Driver*, *Hi, Mom!*, *Black Caesar*, *Dawn of the Dead*, and *The Deer Hunter*. Readings include critical essays by Robin Wood, Amy Taubin, Laura Mulvey, Tony Williams, and Carol J. Glover.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 40 students. This course satisfies General Education Area 4. *D. Greven*

ENGLISH 234 INTRODUCTION TO MEDIEVAL AND RENAISSANCE CULTURE An exploration of a culture very different from, and yet significantly linked to, our own. Religion, gender, sovereignty, and the invention of a national culture will be recurrent concerns as we interrogate literary and cultural distinctions between medieval and Renaissance Britain.

Prerequisite: Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 202. Enrollment limited to 30 students. This course satisfies General Education Area 4. *K. Bowen*

ENGLISH 238 A THEORETICAL INTRODUCTION TO POSTCOLONIAL LITERATURE: GENDER, RACE, EMPIRE An analysis of literature and film. The class will focus on an understanding of the concepts developed in postcolonial theory as they pertain to textual analysis. Readings from African, Caribbean, Indian, Pacific, Asian, South American, and Irish authors. This is the same course as Gender and Women's Studies 238.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 30 students. Formerly English 236; cannot receive credit for both courses. This course satisfies General Education Area 4. *S. Hay*

ENGLISH 240 READING AND WRITING POEMS Introduction to the writing of poetry through reading, analysis, imitation, and composition.

Enrollment limited to 18 students. This course satisfies General Education Area 5 and is a designated Writing course. *C. Hartman*

ENGLISH 241 CONTEMPORARY FICTION WITHOUT BORDERS How does literature in the U.S. and outside it confront the animating social and political anxieties of our time? We will read the work of celebrated living writers such as Philip Roth, Jonathan Lethem, Toni Morrison, Don DeLillo, Akhil Sharma, Alice Munro, J.M. Coetzee, Peter Carey, Amitav Ghosh, Martin Amis, Orhan Pamuk, and Zadie Smith.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 30 students. This course satisfies General Education Area 4. *J. Gezari*

ENGLISH 242 LITERATURE AND RACE CRITICISM This course examines the particular role that race plays in constructing literary subjects. Emphasis is placed upon examining the techniques of narrative in representing race, how racial identification shapes character interaction and plot, and the way that race inflects other identifications (gender, sexuality, nationality, class).

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 30 students. This course satisfies General Education Area 4. *C. Baker*

ENGLISH 250, 251A SURVEY OF ENGLISH LITERATURES Major authors in historical, cultural, and critical context. Course 250: Medieval to 18th Century British Literature. Course 251A: Late 18th Century to Modern British Literature.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 30 students. This course satisfies General Education Area 4. *Staff*

ENGLISH 253 NO HOMELAND IS FREE: CHINESE AMERICAN LITERATURE This is the same course as American Studies/East Asian Studies 253. Refer to the East Asian Studies listing for a course description.

ENGLISH 300 SEMINAR IN THE TEACHING OF WRITING This course will explore theories of writing, current research on writing as a process, and the theory and ethics of peer tutoring and evaluation. Extensive reading of texts on the composition process and rhetorical theory. The course is specifically designed to provide training for Writing Center tutors, but will be useful to any student interested in exploring the teaching of writing.

Open to sophomores, juniors, and seniors with permission of the instructor. Students must submit two writing samples for evaluation. This course does not count toward the English minor. Enrollment limited to 17 students. This is a designated Writing course. *S. Shoemaker*

ENGLISH 301 MAJOR AMERICAN WRITERS This is a designated Writing course.

ENGLISH 301C AMERICAN WOMEN WRITERS A study of major works by four or five American women writers. Authors may include Bradstreet, Dickinson, Wharton, Cather, Petry, Bishop, O'Connor, Morrison, and Danticat. This is the same course as Gender and Women's Studies 301C.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. *J. Rivkin, D. Greven*

ENGLISH 302 LITERATURE OF THE JAZZ AGE An examination of various forms of American modernism in the post-World War I period, with an emphasis on writers of the Lost Generation and the Harlem Renaissance. Authors may include Hemingway, Fitzgerald, O'Neill, Stein, Hughes, Jean Toomer, Nella Larsen, Faulkner, and Hurston.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *L. Harrison-Kahan*

ENGLISH 303 HISTORY AND TEXT IN RENAISSANCE DRAMA A historicist, materialist perspective on Renaissance drama. Readings in these courses include the plays by Shakespeare and others, historical documents on Early English Books Online, and literary criticism and theory.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *L. Wilder*

ENGLISH 303A PAIN AND VIOLENCE IN RENAISSANCE DRAMA Violence and physical pain receive special emphasis on the Renaissance stage. Readings may include Marlowe's *Tamburlaine*, Webster's *The Duchess of Malfi*, Shakespeare's *King Lear* and *Titus Andronicus*, Ford's '*Tis Pity She's a Whore*, and contemporary accounts of theatrical performance. *L. Wilder*

ENGLISH 303B JEWS AND MOORS IN RENAISSANCE DRAMA Vexed issues raised by the treatment of ethnicity and "otherness" on the English Renaissance stage often disturb modern audiences. We will engage our own moral disapproval of *The Jew of Malta*, *The Merchant of Venice*, *Titus Andronicus*, *The Masque of Blackness*, and *Othello* in the context of contemporary theories of race. *L. Wilder*

ENGLISH 304 LITERARY THEORY AND CRITICAL PRACTICE An introduction to contemporary literary theory with an emphasis on how theory translates into critical practice. The course covers the following: formalism, structuralism, psychoanalysis, Marxism, post-structuralism and deconstruction, feminism, gender studies/queer theory, and ethnic and postcolonial theory. It also draws on theoretical texts to interpret and re-interpret *King Lear*, *The Aspern Papers*, selected poems by Elizabeth Bishop, and *The Bluest Eye*.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Rivkin*

ENGLISH 305 MODERN POETRY The development of a modern idiom in poetry. A study of poets including Yeats, Eliot, Pound, W.C. Williams, Auden, and Wallace Stevens.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Gordon*

ENGLISH 306 CONTEMPORARY POETRY A close study of poetry written between 1940 and the present.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *Staff*

ENGLISH 306A POETRY OF THE POST-MODERN ERA A chronological review of the major English-language poets since World War II. Poets studied will include Thomas, Plath, Berryman, Lowell, Heany, Rich, Bishop, and Ashbery. *J. Gordon*

ENGLISH 306B RECENT AMERICAN POETS An exploration of the careers of five or six of our contemporaries and near-contemporaries. This may begin with work like that of Roethke (d. 1963), Bishop (d. 1979), Hayden (d. 1983), or Matthews (d. 1997), but will also include poets still active among us, such as Kinnell, Glück, Levine, Dove, Ashbery, Doty, etc. *C. Hartman*

ENGLISH 307 LITERATURE AND FILM OF THE 1930s An examination of prose, poetry, and film from a period marked by dramatic modernization, severe economic depression, and the rise of fascism in Europe. Authors include Fitzgerald, Steinbeck, West, Chandler, Larsen, Hurston, Williams, and Rukeyser. Films include *King Kong*, *Modern Times*, *Scarface*, *White Zombie*, *Triumph of the Will*, and *The Big Sleep*.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 120 or 202. Enrollment limited to 20 students. This is a designated Writing course. *S. Shoemaker*

ENGLISH 308 EMILY DICKINSON An intensive examination of the full range of Emily Dickinson's poetic achievement, with some attention to her letters. Topics include lyric voice and formal constraint; solitude and the imperial self; exultation and despair; poetry and belief; love and death.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Isenhart*

ENGLISH 309 ROMANTICISM I A study of poetry and prose in the British Isles, 1760–1810, this course will examine theories, definitions, and origins of romanticism. Topics will include slavery, women's rights, Britishness, and the French Revolution in the writings of Macpherson, Gray, Percy, Burns, Equiano, Radcliffe, Lewis, Wordsworth, Coleridge, Blake, Barbauld, and More.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Strabone*

ENGLISH 310 ROMANTICISM II A study of poetry, prose, and painting in the British Isles, 1810–1850, this course will examine the legacy of romanticism in the 19th century. Authors and artists include Byron, Keats, Shelley, Edgeworth, Scott, Austen, Hogg, Constable, Palmer, and Turner.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Strabone*

ENGLISH 311 AFRICAN NOVELS This study of the novel across Africa since the 1950s will analyze the historical and theoretical contexts for the emergence of modern African literature. Authors may include Achebe, Armah, Ba, Ben Jelloun, Coetzee, Emecheta, Mahfouz, Ngugi, Okri, Sembene, and Tutuloa.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Strabone*

ENGLISH 312 MILTON Ambitious poet, revolutionary propagandist, free-press advocate, and would-be divorcé, Milton spent his later years blind and crying out to be "milked" by his secretaries of his great poem, *Paradise Lost*. Readings will include *Comus*, *Lycidas*, *Areopagitica*, *Paradise Lost*, excerpts from *Paradise Regained*, and *Samson Agonistes*.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *L. Wilder*

ENGLISH 314 THE NOVEL AND GLOBALIZATION A course exploring how some contemporary novels try to cognitively map the increasingly global world, in ways that seemed to become impossible after the nineteenth century. Authors we will read include Zadie Smith, China Miéville, William Gibson, Robert Newman, and Alan Moore.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *S. Hay*

ENGLISH 315 HENRY JAMES IN ITALY A study of Henry James's fiction and travel-writing set in Italy, with attention to what Italy means to a late 19th century American writer. Readings include *Roderick Hudson*, *Daisy Miller*, *The Portrait of a Lady*, *The Aspern Papers*, *The Wings of the Dove*, and *Italian Hours*. This course is taught in the SATA Rome program only.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Rivkin*

ENGLISH 316 CONSTRUCTING THE HUMAN This course will broach the philosophical question: What distinguishes the condition known as being human? We will

approach this question through a study of texts that contemplate mortality and consciousness. We will also consider the ethics of humanity through readings investigating torture and terrorism. Authors include Derrida, Scarry, and Fanon.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *C. Baker*

ENGLISH 317 NATURE IN HEAVEN AND HELL: REPRESENTATION OF NATURE IN UTOPIAN AND DYSTOPIAN WRITINGS This is the same course as Environmental Studies 317. Refer to the Environmental Studies listing for a course description.

ENGLISH 318 EARLY ROMANTIC LITERATURE This course will conceptualize British Romanticism and explore its origins by examining the period from 1785 until 1815. We will read major authors, such as Blake, Wordsworth, Coleridge, and Austen, and will take up significant political issues, such as the French Revolution, slavery, and women's rights, as they appear in writings by Burke, Wollstonecraft, Paine, and Equiano.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *Staff*

ENGLISH 319 TWENTIETH-CENTURY AFRICAN-AMERICAN LITERATURE This course considers key texts from the Harlem Renaissance to the present, paying particular attention to how 20th-century writers have worked within and revitalized literary forms and personal and historical narratives. Authors include Langston Hughes, Zora Neale Hurston, Nella Larsen, Gwendolyn Brooks, Richard Wright, Toni Morrison, Edward P. Jones, and August Wilson.

Prerequisite: Open to juniors and seniors, and to sophomores who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *E. Setina*

ENGLISH 320 SPECIAL TOPICS IN 20th CENTURY FICTION This is a designated Writing course.

ENGLISH 320A JAMES JOYCE A study of the works of James Joyce with special emphasis on *Ulysses*.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. Offered alternately with Course 320B. *J. Gordon*

ENGLISH 320B MODERNISM AND ITS DISCONTENTS A comparison of representative works of 20th-century "modernist" fiction with more traditional works from the same period. Authors to be studied may include Joyce, Ford, Woolf, Wodehouse, Waugh, and Nabokov.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. Offered alternately with Course 320A. *J. Gordon*

ENGLISH 321, 322 SEMINAR IN FICTION The study and writing of fiction. Emphasis will be on the short story, although qualified students may write portions of novels.

Prerequisite: Course 217 and permission of the instructor. Enrollment limited to 12 students. This is a designated Writing course. *B. Boyd*

ENGLISH 323 ELIZABETHAN POETRY An examination of Tudor and Elizabethan non-dramatic poetry in its social, political and aesthetic contexts. Poetry, patronage and power; images of love; expressions of the pastoral vision; music and poetry; poetry as self-fashioning. Authors include Wyatt, Elizabeth I, Sidney, Spenser, Marlowe, and Shakespeare.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. Offered alternately with Course 334. This is a designated Writing Course. This is a designated Writing course. *Staff*

ENGLISH 324 DONNE, HERBERT, MARVELL These poets played vastly different roles in public (Donne and Herbert as clergymen, Marvell as an MP) than in their private verse, and two of them published none of it during their lifetimes. We will examine this privacy in the context of religious and political upheavals of seventeenth-century England.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *L. Wilder*

ENGLISH 326 THE FAERIE QUEENE In Spenser's epic romance we encounter, among other things, the female knight Britomart, the Blatant Beast, and a castle that is also a human body. We wander with Spenser toward a concept of courtliness and virtue contrasting painfully with his role as a repressive colonial governor in Ireland.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *L. Wilder*

ENGLISH 327 ENGLISH NOVEL I: THE RISE OF THE NOVEL A survey of the British novel from the early 18th century to the mid-19th century. Attention to how the novel registers the problems raised by urban and print culture, increasing social instability, and the changing status of women. Authors may include Defoe, Richardson, Fielding, Burney, Austen, Thackeray, and Charlotte Brontë.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Gezari*

ENGLISH 328 ENGLISH NOVEL II A survey of the British novel from the middle of the 19th century to the late 20th century. The contexts provided by empire and its aftermath, the development of modern institutional structures, and relations between the sexes. Authors may include Dickens, Collins, George Eliot, James, Conrad, Woolf, Forster, Beckett, and Rushdie.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Gezari*

ENGLISH 329 RACE, NATION, AND EMPIRE IN EIGHTEENTH-CENTURY BRITAIN A study of the concepts of race, nation, and empire focusing on modern theoretical texts and eighteenth-century literature and history. The class will investigate the role literature and culture may play in the construction and contestation of race and nation, and the power these categories have. Authors include Behn, Equiano, Johnson, Scott, Edgeworth, Ngugi, and Anderson.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Strabone*

ENGLISH 331 SHAKESPEARE IN PERFORMANCE Through live performances of Shakespeare's plays and engaging in the discipline of performance studies, we will discuss the overlap between ritual, performance, and various forms of adaptation (operatic, postcolonial, parodic). Plays will be selected from those being performed in the New London area.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *L. Wilder*

ENGLISH 332 EXQUISITE CORPSES A study of how dead bodies affect narrative. Of particular concern is how race and gender influence the occurrence and reading of death. The course questions the "expendability" of certain groups and systemic death as narrative

premise. Films and books include *Sunset Boulevard*, *Suddenly Last Summer*, *Jazz*, and *In Cold Blood*. This is the same course as Gender and Women's Studies 332.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *C. Baker*

ENGLISH 333 MEDIEVAL NARRATIVE: CHAUCER'S CANTERBURY TALES An examination of Chaucer's major concerns as a writer, his language and his place in the medieval period. Readings will include: about two-thirds of *The Canterbury Tales*; selected readings in sources and analogues. Special attention to contemporary critical approaches to the *Tales*.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *Staff*

ENGLISH 334 MEDIEVAL EPIC AND ROMANCE A study of two medieval narrative modes in their cultural settings. Special attention to the development of the hero, the Arthurian tradition, representations of the Other, and courtly love. Works to be read include *Beowulf*, *The Song of Roland*, Chrétien de Troyes' *Yvain*, the *lais* of Marie de France, *Sir Orfeo*, *Sir Gawain and the Green Knight*, Chaucer's *Franklin's Tale*, Mandeville's *Travels*, and Malory's *Morte D'Arthur*.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. Offered alternately with Course 323. This is a designated Writing course. *Staff*

ENGLISH 335 TWICE-TOLD TALES This course pairs classic English novels with contemporary novels or films that re-write them. Attention to how contemporary works interrogate, appropriate, and revise their precursor texts. Pairings have included *Robinson Crusoe* and *Foe*, *Jane Eyre* and *Wide Sargasso Sea*, *Heart of Darkness* and *Apocalypse Now*, *Mrs. Dalloway* and *The Hours*.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Gezari*

ENGLISH 336 THE TRANSATLANTIC SLAVERY DEBATE: ABOLITIONIST LITERATURE IN THE LONG EIGHTEENTH CENTURY Throughout this period, questions of human rights were articulated through arguments in favor of slavery and campaigns against it. This course examines the growth of anti-slavery sentiment in British and American literature. Authors include Aphra Behn, Richard Steele, Olaudah Equinao, Phillis Wheatley, Mary Prince, and Robert Southey.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *Staff*

ENGLISH 337 THE LITERATURE OF PASSING Explorations of various forms of "passing"—black as white, Jew as gentile, woman as man, gay as straight—in literature and film. Issues include the notion of a visible or marked "identity," motives for passing, comparisons between different forms of passing, and meanings of "coming out." Literary works to be studied may include Hawthorne's *The Scarlet Letter*, Chestnutt's *The Wife of His Youth and Other Stories of the Color Line*, Larsen's *Passing*, Cather's *My Antonia*, Leavitt's *The Lost Language of Cranes*, and Gates's "*White Like Me*." Films may include *The Crying Game*, *Paris Is Burning*, and *Europa, Europa*. Secondary readings in feminist, gay and lesbian/queer, and critical race theory. This is the same course as Gender and Women's Studies 337.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Rivkin*

ENGLISH 339 SIGNIFICANT OTHERS: INDIA AND ENGLAND This course juxtaposes colonial and postcolonial novels with special attention to the formation of both English

and Indian national identities. Works studied include *Confessions of a Thug*, *The Moonstone*, *Kim*, *A Passage to India*, *Satanic Verses*, *The Enigma of Arrival*, *The Glass Palace*, and *Sacred Games*. This course is taught in the SATA India program only.

Open to juniors and seniors. This is a designated Writing course. *J. Gezari*

ENGLISH 340 WRITING OF POETRY: INTERMEDIATE Workshop in the writing of poetry through weekly reading and writing assignments. Emphasis on class discussion of class poems.

Prerequisite: Course 240 or permission of the instructor. Enrollment limited to 12 students. This is a designated Writing course. *C. Hartman*

ENGLISH 341 AMERICAN LITERARY REALISM A study of American literary realism as it manifested itself in the late 19th and early 20th centuries in response to both modern realities such as immigration, urbanization and industrialization, and to the proposition that the environment regulates human behavior. Authors may include Howells, Chopin, Dreiser, Chestnutt, James, Wharton, Sinclair, and Johnson, among others.

Open to juniors and seniors, and to others who have taken Course 220. This is a designated Writing course. *J. Rivkin*

ENGLISH 342 AFTER AESOP: ANIMALS IN MEDIEVAL LITERATURE An exploration of various representations of animals in medieval literature. Students consider what animals have meant to the humans who imagine their consciousness and how the literary, political, and philosophical significance of animals has changed over time. Topics include metamorphosis, beast fables, medieval bestiaries, chivalry, hunting, and the animal/human divide.

Prerequisite: Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *K. Bowen*

ENGLISH 343 GOTHIC ROMANTICISM: ANTEBELLUM AMERICAN LITERATURE A study of antebellum American literary output and cultural concerns that focuses on the "gothic" nature of American romanticism. This course argues that the chief source of the gothic unease that suffuses American romanticism was a terror over race and the Other and an anxious awareness of social injustice. Readings will include works from major authors such as Crevecouer, Brown, Irving, Cooper, Hawthorne, Poe, Melville, Stowe, and Harriet Jacobs.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 30 students. This is a designated Writing course. *D. Greven*

ENGLISH 344 EMPIRES OF SELFHOOD An analysis of the gender and racial politics of individualism in nineteenth-century America. Issues considered include Jacksonian manhood, the woman author, the emergence of the slave narrative, and the valences between Northern and Southern theories of selfhood. Authors studied will include Franklin, Hawthorne, Thoreau, Emerson, Douglass, Whitman, and Alcott. This is the same course as American Studies 344.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *D. Greven*

ENGLISH 346 STUDIES IN VICTORIAN LITERATURE Selected topics, organized by genre or social, intellectual, and cultural issues in the period.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course.

ENGLISH 346B THE BODY EXPOSED: THE PHYSICAL ORIGINS OF VIOLENCE AND DESIRE IN 19TH CENTURY LITERATURE How certain repre-

sentative authors see themselves and their characters in terms of physical phenomena operating according to the medical findings of their time. Possible authors include Blake, Wordsworth, Percy Shelley and Mary Shelley, Dickens, George Eliot, Tennyson, Wilde, William James, and Henry James. *J. Gordon*

ENGLISH 346C FROM SCIENCE TO SENSATION An inquiry into the congruities of literature and science in the second half of the 19th century. Topics include evolution, the struggle for survival, sexual selection, madness, and managing a potentially chaotic and threatening femininity. Reading may include Darwin's *The Origin of Species*; novels by Collins, George Eliot, and George du Maurier; poetry by Barrett Browning, Browning, Christina Rossetti, and Tennyson. *J. Gezari*

ENGLISH 347 SAME-SEX LOVE AND THE AMERICAN RENAISSANCE Was same-sex friendship in the nineteenth century also erotic love? Engaging with current scholarship in gender studies, this course includes readings from Hawthorne, Melville, Poe, Emerson, Whitman, Dickinson, James, Jewett, and Wharton. This is the same course as American Studies/Gender and Women's Studies 347.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *D. Greven*

ENGLISH 349 MADNESS AND POSTWAR U.S. LITERATURE In the post-1945 U.S., stories of mental breakdown and institutionalization became more widespread and significant than ever before. What do these stories mean, and why do they matter? Texts include works by Lowell, Salinger, Ellison, Kesey, Plath, and Ginsberg. Films include *Psycho*, *The Three Faces of Eve*, and *Dr. Strangelove*. This is the same course as American Studies 349.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *Staff*

ENGLISH 354 LITERATURE OF THE AMERICAN IMMIGRANT EXPERIENCE This course examines twentieth-century narratives of the immigrant experience. Topics include assimilation and acculturation, bilingualism, education, the urban environment, and trans-nationalism. Readings will consist of memoirs and fiction by Jewish American, Asian American, Caribbean American, and Latino/a writers as well as secondary critical essays.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *L. Harrison-Kahan*

ENGLISH 358 POSTCOLONIAL LITERATURES AND THEORY

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *S. Hay*

ENGLISH 358A CARIBBEAN LITERATURE The study of the key texts of Caribbean literature in English and literary theory, and an analysis of the historical and theoretical contexts for the emergence of this literature and film through the nineteenth and twentieth centuries.

ENGLISH 358B WEST AFRICAN LITERATURE AND FILM The study of the key texts of West African literature in English and West African film, and an analysis of the historical and theoretical contexts for the emergence of this literature and film through the twentieth century.

ENGLISH 358C CURRENT ISSUES IN POSTCOLONIAL LITERATURE Focus on some of the important issues of postcolonial theory and on some of the key texts of

postcolonial literature. Topics include questions of imperialism and neo-imperialism, race and ethnicity, nationalism, and diaspora.

ENGLISH 360 RACE AND DOCUMENTARY FILM This course looks at how documentary films representing race function as anthropological, imperialist, propagandist, and popular texts. Attention will be paid to questions of commodification and (self-)representation and to the responsibilities of filmmakers and spectators of film. Films may include *Chronicle of a Summer*, *Through Navajo Eyes*, and *When the Levees Broke*. This is the same course as Film Studies 360.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *C. Baker*

ENGLISH 361 AMERICA IN CONTEMPORARY BLACK AMERICAN LITERATURE This course examines how the idea of "America" is invoked in literature authored by and about African-Americans and Afro-Caribbeans. Be it a failed utopia or a work-in-progress, "America" haunts these texts and directs their protagonists toward liberation, self-realization, or self-destruction. Authors include DuBois, Baldwin, P. Marshall, and Morrison.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *C. Baker*

ENGLISH 362 ALICE MUNRO AND THE SHORT STORY Canadian writer Alice Munro has been called "our Chekhov" and "the best living short story writer." A study of Alice Munro, writers who have influenced her, and writers she has influenced. Works by Cather, Agee, Lorrie Moore, Lara Vapynar, and much of Munro's fiction are included. This is the same course as Gender and Women's Studies 362.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Rivkin*

ENGLISH 364 THE CURSE OF THE ALBATROSS: ROMANTIC TRANSGRESSION Monstrosity, incest, fratricide, adultery–transgression fascinated Romantic authors. What propels individuals to transgress against prescribed codes of behavior? We will discuss "transgressive" texts from historical, theoretical, and formal perspectives, and will read major Romantic authors, including Wordsworth, Coleridge, Byron, and both Shelleys.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *Staff*

ENGLISH 365 INTRODUCTION TO FINNEGANS WAKE A study of the text and background of James Joyce's *Finnegans Wake*. Concentration on selected passages.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *J. Gordon*

ENGLISH 366 POETRY AND PERSONALITY At least since Whitman declared, "I am large, I contain multitudes" and Dickinson confessed, "I'm nobody! Who are you?", American poetry has asked what it means to be personal in a poem. Consideration of that ongoing question will also include texts by Eliot, Lowell, Bishop, O'Hara, and Ashbery.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *Staff*

ENGLISH 370 HENRY JAMES AND EDITH WHARTON: AMERICAN LITERATURE OF THE GILDED AGE An in-depth study of the two greatest chroniclers of turn-of-the-century American high society and the expatriate experience. Texts include James's *The American*, *The Portrait of a Lady*, *The Bostonians*, and *The Golden Bowl*; Wharton's *Ethan*

Frome, *The House of Mirth*, *The Custom of the Country*, and *The Age of Innocence*. This is the same course as American Studies 370.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *E. Antrim*

ENGLISH 372 THE 20TH CENTURY BRITISH NOVEL An examination of the diversity of British novels across the twentieth century, with a focus on modernism and its contemporary descendants. The course considers how novels by Joyce, Ford, Woolf, Martin and Kingsley Amis, and McEwan, among others, depict violence, gender, and the historical fortunes of the British Empire.

Open to juniors and seniors, and to others who have taken Course 220. Enrollment limited to 20 students. This is a designated Writing course. *S. Cross*

ENGLISH 375 TOLSTOY AND DOSTOEVSKY This is the same course as Slavic Studies 375. Refer to the Slavic Studies listing for a course description.

ENGLISH 410 MUSLIM POSTCOLONIAL MELANCHOLIA This is the same course as International Studies 410. Refer to the International Studies listing under College Courses for a course description.

ENGLISH 493, 494 SENIOR SEMINARS

Unless otherwise stated, open to seniors, and open to juniors with the permission of the instructor. Enrollment in each seminar limited to 16 students. This is a designated Writing course.

ENGLISH 493A, 494A POETRY AND SOCIAL NETWORKS Are poems fundamentally solitary or social texts? An exploration of this question through a reading of the letters and poems of Keats, Dickinson, Crane, and Bishop. The course considers competing theoretical definitions of poetry alongside a history of social networks ranging from the postal service to Facebook and Twitter. *Staff*

ENGLISH 493B, 494B HENRY JAMES A study of Henry James's ghost stories, tales of writers and artists, and novels of the major phase. Readings will include *The Portrait of a Lady*, *What Maisie Knew*, *The Turn of the Screw*, *In the Cage*, *The Ambassadors*, and *The Wings of the Dove*. *J. Rivkin*

ENGLISH 493C, 494C HEMINGWAY AND FITZGERALD A study of the works of Hemingway and Fitzgerald, examining novels, short fiction, correspondence, and memoir in order to investigate how these two authors responded to their times and to each other. Topics include artistic collaboration and competition, codes of masculinity, literary exile, war, and capitalism. *S. Shoemaker*

ENGLISH 493D, 494D MELVILLE: SEXUALITY, ART, AND WORLD TRAVEL An analysis of Melville's representation of sexuality and the importance of aesthetics, travel, race relations, and world history to his work. Melville's relationship to Nathaniel Hawthorne will also be a focus. Readings include *Typee*, *Redburn*, *Moby-Dick*, *Pierre*, Melville's poetry including *Clarel*, and a Melville biography. This is the same course as American Studies 493D, 494D/Gender and Women's Studies 422. *D. Greven*

ENGLISH 493E, 494E THE BRONTËS A study of Charlotte Brontë's novels and Emily Jane Brontë's novel and poems, with particular attention to their eccentric relation to the dominant literary tradition and the social context within which mid-19th-

century women writers worked. This is the same course as Gender and Women's Studies 416. *J. Gezari*

ENGLISH 493F, 494F THEMES AND PROBLEMS IN SHAKESPEARE A few plays which illustrate specific themes, problems or critical issues in the Shakespearean text. Course content may change from time to time. *A. Bradford*

ENGLISH 493H, 494H TONI MORRISON A close reading of work by one of America's greatest writers. Novels (*Beloved*, *Paradise*, *Song of Solomon*), selections of Morrison's critical writing (*e.g., Playing in the Dark: Whiteness and the Literary Imagination*) and other texts (*e.g.,* her libretto for the opera *Margaret Garner*) are included. This is the same course as Gender and Women's Studies 418.

Open to juniors and seniors, and to others who have taken Course 220. *C. Baker*

ENGLISH 493I, 494I FINNEGANS WAKE A study of James Joyce's most ambitious and demanding work. Classes will concentrate on close readings of selected passages. *J. Gordon*

ENGLISH 493K, 494K LITERATURE OF THE ATLANTIC WORLD A study of narratives of the Atlantic, from the eighteenth century to the twentieth. Conceptualizing the Atlantic world means thinking about the ways that human bodies, commodities, cultures, and ideas connect Europe, Africa and the Americas through social processes like the rise of the novel, industrial capitalism, and the modern slave trade. How does this Atlantic world get represented, in literature? What kinds of histories are shared by the peoples of the Atlantic, and what kinds of identities? The course will read works by Defoe, Behn, Pychon, Coetzee, D'Aguiar, Walcott, Amis, and Swift; view films by Julien and Jarman; and also include a selection of theoretical and historical readings.

Open to juniors and seniors. *S. Hay*

ENGLISH 493P, 494P GEORGE ELIOT AND VIRGINIA WOOLF A comparative study of the works of the two women writers who dominated the Victorian and Post-Victorian periods. Topics include gender and sexuality, the woman writer, and the art of the novel. Some attention to essays, reviews, letters, and memoirs.

Open to juniors and seniors. *J. Gezari*

ENGLISH 493Q, 494Q VLADIMIR NABOKOV: MANDARIN, MAGICIAN, ÉCRIVAIN An exploration of Nabokov's most enduring themes: memory, time, language, pity, and pleasure. Emphasis is on the novels he wrote in English during his great middle period: *The Real Life of Sebastian Knight*, *Lolita*, *Pnin*, and *Pale Fire*. Some attention is given to his short stories, Russian novels, *Speak*, *Memory*, and late style.

Open to juniors and seniors, and to others who have taken Course 220. *J. Gezari*

ENGLISH 493U, 494U CHARLES DICKENS A seminar covering the full range of Dickens's works. Novels read will include *Oliver Twist*, *Dombey and Son*, *David Copperfield*, *Great Expectations*, *Bleak House*, and *Our Mutual Friend*. *J. Gordon*

ENGLISH 493V, 494V HAWTHORNE AND POE A comparative study of the works of Nathaniel Hawthorne and Edgar Allan Poe. Topics include the Gothic, male-male and male-female relations, sexuality and the body, the family, and the construction of race and otherness. *D. Greven*

ENGLISH 493Y, 494Y SHAKESPEARE'S BRAIN, SHAKESPEARE'S BODY This seminar examines the staging of the "material mind" and the body in the Renaissance theater. Readings may include *Hamlet*, *Macbeth*, Marlowe's *Dr. Faustus*, Jonson's

Every Man in his Humour, and Marston's *The Malcontent*, as well as materialist and new-historicist criticism and early modern physiology and anatomy. *L. Wilder*

ENGLISH 493Z, 494Z THE GHOST STORY: GENRE, THEORY, POLITICS A close reading of a wide range of ghost stories, old and new, local and foreign, famous and not, together with critical and theoretical readings that situate the ghost story historically and politically against other more well known literary genres.
Prerequisite: Course 220. *S. Hay*

ENGLISH 291, 292 INDIVIDUAL STUDY

ENGLISH 391, 392 INDIVIDUAL STUDY

ENGLISH 491, 492 INDIVIDUAL STUDY

ENGLISH 294 FIELD WORK Supervised practical work in journalism or communications. This course may be taken only by application and by permission of the department. One credit hour, pass/not passed marking.

ENGLISH 497–498 HONORS STUDY Candidates for Honors in English are required to take Course 497–498 in the senior year and expected to take Course 304 in the spring semester of the junior year.

Environmental Studies

Professors: Askins, Dawson, Frasure, Thompson, Visgilio, Zimmer; Associate Professors: Borrelli, Lizarralde, Turner; Assistant Professor: Jones; Visiting Assistant Professor: Davis; Senior Lecturers: Chomiak, Hine; Professor Siver*, director*

The Major in Environmental Studies

Environmental Studies is an interdisciplinary program that combines natural science and social science. It examines local, regional, national, and international environmental problems in a holistic manner. There are two tracks to the major, the *Natural Science Track* and the *Social Science Track*. The College is also a member of a consortium of small liberal arts colleges that participates in a semester of study in environmental science, known as the Semester in Environmental Science, at The Marine Biological Laboratory, Woods Hole, MA.

Except for transfer students and students accepted in the Semester in Environmental Science program, no more than two courses taken off campus can be applied toward the major. Courses taken off campus need pre-approval by the director.

Advanced Placement: Students who score a 4 or 5 on the AP Environmental Science test can place out of Environmental Studies 110, but not Environmental Studies 111. AP credit in Environmental Science does not count towards fulfilling Area 1 of the General Education requirements. See page 344 of this catalog for general information about Advanced Placement credit.

Natural Science Track

This track consists of thirteen courses distributed as follows:

1. The following five courses: Environmental Studies 110 or 111; Environmental Studies 115 or 120; Biology 105 or Botany 115; Biology 207; Chemistry 103 or 107 (Chemistry 101 will not fulfill this requirement).
2. Two courses from the following field/ecological group: Biology 305, 307, 320, 413; Botany 205, 315; Environmental Studies 314, 315, 316, 318, 410.
3. One course from the following organismal/analytical group: Biology 204, 215, 330; Botany 205, 225, 410; Environmental Studies 210, 312, 313; Chemistry 316.
4. Two courses from the following: Any Biology, Botany, Chemistry, or Environmental Studies course listed in #2 or #3; Environmental Studies 205, 259, 497–498; Environmental Studies 391, 392, 491, 492, 493, 494 if natural science-based and with permission of the director; Chemistry 104, 204, 214, 223, 224, 316; Mathematics 107 or 206; Physics 107, 108, 109, 110.
5. Two courses from the following social science group: Economics 307; Environmental Studies 207, 228, 251, 258, 311, 326; Environmental Studies 391, 392, 491, 492, 493, 494 if social science-based and with permission of the director; Government 260; Philosophy 228.
6. One senior-level seminar chosen from the following: Environmental Studies 493, 494; Economics 404; Government 493A, or U or 494A, or U.

Advisers for Natural Science Track: Askins, Chomiak, Hine, Jones, Siver, Thompson, Zimmer

Social Science Track

This track consists of twelve courses distributed as follows:

1. One of the following: Environmental Studies 110 or 111.
2. Two of the following: Environmental Studies 115 or 120; Biology 105 or Botany 115; Chemistry 101, 103, or 107.
3. Two of the following (one of which must be a field-based/laboratory course): Biology 207, 305, 307, 413; Botany 205, 315; Environmental Studies 113, 205, 210, 312 or 313, 314, 315, 316, 318, 410.
4. Economics 307 and one of the following: Environmental Studies 251, 258, 326, or Government 260.
5. Four of the following: Anthropology 202, 234, 245, 250, 307; Economics 205, 404; Environmental Studies 207, 228, 251, 258, 295, 296, 308, 311, 312, 326, 497–498; Environmental Studies 391, 392, 491, 492, 493, 494 if social science-based and with permission of the director; Government 260, 262; Government 493 or 494 with permission of the director; Philosophy 221, 228; Psychology 320.
6. One senior-level seminar chosen from the following: Environmental Studies 493, 494; Economics 404; Government 493A, 494A, 493U, or 494U.

Advisers for Social Science Track: Borrelli, Dawson, Frasure, Lizarralde, Turner, Visgilio

Learning Goals for the Environmental Studies Major

The major in Environmental Studies is a highly interdisciplinary program that includes study in both the natural and social sciences. Students examine environmental issues using an integrated, holistic approach, and have numerous opportunities to work closely with faculty to develop a deeper understanding of the discipline. Connecticut College graduates with a major in Environmental Studies will:

- Demonstrate a general understanding of environmental studies that spans and is informed by scholarly insights from both the natural and social science branches of the field. In particular, graduates will:
    - Demonstrate a strong understanding and appreciation of the natural world that draws on physical, biological, and/or chemical perspectives. Graduates will demonstrate the ability to apply the scientific method to environmental issues and problems and to collect, analyze, and critique data and formulate conclusions.
    - Demonstrate an appreciation of environmental issues on local, national, and international scales, as well as from the viewpoint of developed versus developing nations. Students will be conversant in contemporary environmental issues and be able to discuss them from scientific, social, political, and economic points of view, reflecting the multidisciplinary nature of the field.
- Demonstrate a deeper understanding of one of the above branches of the field as a result of concentrated coursework and advanced classes within the branch.
- Have the opportunity to apply their literacy and skills to address specific environmental issues of their choice though projects in advanced classes or seminars, independent study and/or honors work.
- Demonstrate the ability to plan, research and write an extended paper on an environmental issue and communicate their findings to both their peers and the general public.

Courses

ENVIRONMENTAL STUDIES 110 ENVIRONMENTAL STUDIES AS A NATURAL SCIENCE A study of the basic ecological processes operative in natural systems. Our dependence upon those systems and the impact of human activities upon them. The application of the ecological principles, such as energy flow and recycling of resources, to the solution of some of the environmental problems facing society.

Enrollment limited to 40 students. *P. Siver, C. Jones*

ENVIRONMENTAL STUDIES 111 ENVIRONMENTAL STUDIES AS A SOCIAL SCIENCE This course will explore the interdisciplinary nature of environmental studies, investigating the linkages between environmental science, the social sciences, and the humanities. Particular emphasis will be placed on the complex linkage between science and politics, looking at both domestic U.S. environmental problems and policy as well as international and global environmental problems and responses by the international community. Environmental philosophies, literature, social activism, and economics will also be included in this interdisciplinary introduction to environmental studies.

Open to freshmen, sophomores, and juniors. Enrollment limited to 35 students. *J. Dawson*

ENVIRONMENTAL STUDIES 113 ENERGY AND THE ENVIRONMENT This is the same course as Physics 113. Refer to the Physics listing for a course description.

ENVIRONMENTAL STUDIES 115 INTRODUCTION TO PHYSICAL GEOLOGY Plate tectonics as an explanation of the evolution of the earth. Investigation of the geologic processes responsible for the creation of mountain ranges, volcanoes and earthquakes. Indoor and outdoor laboratory exercises emphasize the geologic history of New England and the Atlantic Ocean. This is the same course as Geophysics 115.

Three lectures; three hours of laboratory work. Enrollment limited to 14 students per laboratory section. This course satisfies General Education Area 1 and is a designated Writing course. *D. Thompson*

ENVIRONMENTAL STUDIES 120 INTRODUCTION TO ENVIRONMENTAL GEOLOGY An introduction to the role of humans within the recent geologic environment. Topics include dangers imposed by geologic hazards, issues of mineral and water resource development and concerns surrounding environmental pollution. Indoor and outdoor laboratory exercises emphasize regional environmental problems and geologic hazards. This is the same course as Geophysics 120.

Three lectures; three hours laboratory work. Enrollment limited to 14 students per laboratory section. This course satisfies General Education Area 1. *Staff*

ENVIRONMENTAL STUDIES 205 ENVIRONMENTAL MODELING This is the same course as Mathematics 205. Refer to the Mathematics listing for a course description.

ENVIRONMENTAL STUDIES 207 SEMINAR ON INDIGENOUS USE OF TROPICAL RAINFORESTS This is the same course as Botany 207. Refer to the Botany listing for a course description.

ENVIRONMENTAL STUDIES 209 BIOENERGY This is the same course as Botany 209. Refer to the Botany listing for a course description.

ENVIRONMENTAL STUDIES 210 HYDROLOGY Introduction to global circulation patterns and the hydrologic water cycle. Investigation of rainfall and runoff processes. Topics include evaporation, precipitation, infiltration, flow through porous media, overland flow, ground water contamination, and atmospheric circulation processes. This is the same course as Geophysics 210.

Three hours lecture. *Prerequisite*: One introductory Connecticut College course in astronomy, biology, botany, chemistry, environmental studies, geophysics, or physics. Enrollment limited to 30 students. *D. Thompson*

ENVIRONMENTAL STUDIES 213 ETHNOECOLOGY OF PERU This is the same course as Anthropology 313/Botany 213. Refer to the Botany listing for a course description.

ENVIRONMENTAL STUDIES 224 GARDEN TO WILDERNESS: NATURE IN WESTERN ART FROM THE RENAISSANCE TO MODERNITY This is the same course as Art History 224. Refer to the Art History listing for a course description.

ENVIRONMENTAL STUDIES 231 ENVIRONMENTAL COMMUNICATION An exploration of how messages about nature and the environment are transmitted in and through our culture. What makes an environmental message comprehensible, meaningful, and effective? How can one communicate more completely and accurately with diverse publics? Students will apply theories taught in class to create a communication campaign for an environmental organization. The only prerequisite is a basic familiarity with environmental issues.

Enrollment limited to 30 students. *W.Y. Wong*

ENVIRONMENTAL STUDIES 242 ECOLOGY AND CONSERVATION OF NATURAL HABITATS IN INDIA An introduction to conservation of biological diversity in India. Students study the ecology of Indian ecosystems and environmental issues concerning endangered species, forest management, water supplies, population growth, and economic development. The course will include field trips to national parks and other natural areas in southern India. This is the same course as Biology 242.

Course 110 or 111 is recommended but not required. This course is taught in the SATA India program only. *R. Askins*

ENVIRONMENTAL STUDIES 251 ENVIRONMENTAL ACTIVISM AND ITS POLITICAL IMPACT AROUND THE GLOBE This is the same course as Government/Slavic Studies 251. Refer to the Government listing for a course description.

ENVIRONMENTAL STUDIES 258 U.S. ENVIRONMENTAL POLICY AND POLITICS This is the same course as Government 258. Refer to the Government listing for a course description.

ENVIRONMENTAL STUDIES 259 MINING AND THE ENVIRONMENT An introduction to the geology of mineral deposits, their exploitation, and the impact of mining activities on the environment. Emphasis on sustainable mining practices. A one day field trip is required. Some knowledge of chemistry is strongly recommended. This is the same course as Geophysics 259.

Prerequisite: Environmental Studies/Geophysics 115 or 120. Enrollment limited to 15 students. *B. Chomiak*

ENVIRONMENTAL STUDIES 260 PROBLEMS OF ENVIRONMENTAL POLICY AND LAW This is the same course as Government 260. Refer to the Government listing for a course description.

ENVIRONMENTAL STUDIES 263 THE INTERNATIONAL POLITICS OF CLIMATE CHANGE This is the same course as Government 263. Refer to the Government listing for a course description.

ENVIRONMENTAL STUDIES 290 GOODWIN-NIERING CENTER CERTIFICATE SEMINAR A combination of guest lecturers and student presentations on current environmental issues for participants in the GOODWIN-NIERING CENTER Certificate Program.

Prerequisite: Acceptance in GOODWIN-NIERING CENTER Certificate Program. Two credits per semester. *Staff*

ENVIRONMENTAL STUDIES 307 ENVIRONMENTAL ANTHROPOLOGY This is the same course as Anthropology 307. Refer to the Anthropology listing for course description.

ENVIRONMENTAL STUDIES 308 METHODS AND THEORIES OF ETHNOBOTANY This is the same course as Anthropology/Botany 308. Refer to the Botany listing for a course description.

ENVIRONMENTAL STUDIES 311 ETHNOBOTANY OF SOUTHERN NEW ENGLAND This is the same course as Anthropology 311 and Botany 311. Refer to either the Anthropology or the Botany listing for a course description.

ENVIRONMENTAL STUDIES 312 INTRODUCTION TO VECTOR-BASED GEOGRAPHIC INFORMATION SYSTEMS Introduction to the concepts and practices of vector-based geographic information systems. Students will learn how to create, manipulate, display and analyze geographic data using the ArcGIS desktop software suite on PC computers. A final project that uses spatial analysis to solve a geographic problem of interest to the student is required.

Open to sophomores, juniors, and seniors. Enrollment limited to 12 students. This course is not open to students who have received credit for Environmental Studies 310. *B. Chomiak*

ENVIRONMENTAL STUDIES 313 INTRODUCTION TO RASTER-BASED GEOGRAPHIC INFORMATION SYSTEMS Introduction to the concepts and practices of raster-based geographic information systems. Students will learn how to create, manipulate, display and analyze geographic data using the ArcGIS desktop software suite on PC computers. A final project that uses spatial analysis to solve a geographic problem of interest to the student is required.

Open to sophomores, juniors, and seniors. Enrollment limited to 12 students. This course is not open to students who have received credit for Environmental Studies 310. *B. Chomiak*

ENVIRONMENTAL STUDIES 314 EARTH SURFACE PROCESSES AND LANDFORMS A general investigation of geomorphic processes and the resultant landforms. The physical mechanisms important in landscape development will be examined. Topics include erosion and deposition by the ocean, rivers, glaciers and landslides. Laboratory focuses on field observation and field measurement techniques. This is the same course as Geophysics 314.

Three hours lecture; three hours of field laboratory work. *Prerequisite*: Environmental Studies/Geophysics 115 or 210 or Environmental Studies 120 or permission of the instructor. Enrollment limited to 14 students. This is a designated Writing course. *D. Thompson*

ENVIRONMENTAL STUDIES 315 RIVER ENVIRONMENTS: SCIENCE, ENGINEERING, AND MANAGEMENT An exploration of the physical characteristics of rivers with respect to the force of flowing water, the resultant channel morphology, and aquatic-habitat types. Topics include fluid mechanics, principles of conservation of mass and energy, channel resistance, and development of secondary flow patterns in rivers. Discussion of the link between channel complexity, sediment sorting, and use by aquatic organisms will be discussed with a focus on fisheries management for anadromous and coldwater fish species. This is the same course as Geophysics 315.

Three hours lecture; three hours of field laboratory work. *Prerequisite:* Environmental Studies/ Geophysics 115, 120, or 210; and Mathematics 111; or permission of the instructor. Enrollment limited to 14 students. *D. Thompson*

ENVIRONMENTAL STUDIES 316 COASTAL DYNAMICS OF SOUTHERN NEW ENGLAND A general investigation of the processes that shape and characterize the world's oceans and continents. There will be an emphasis on near-shore and coastal processes as they relate to southern New England. Topics include plate tectonics, water body dynamics, sediment transport, and the geologic history of the southern New England coast. Laboratory focuses on field observation and interpretation of marine geophysical data. This is the same course as Geophysics 316.

Three hours lecture; three hours of field laboratory work. *Prerequisite*: Environmental Studies/Geophysics 115 or Environmental Studies 120 or permission of the instructor. Enrollment limited to 14 students. *R. Lewis*

ENVIRONMENTAL STUDIES 317 NATURE IN HEAVEN AND HELL: REPRESENTATION OF NATURE IN UTOPIAN AND DYSTOPIAN WRITINGS An examination of works in the representations of Nature in the tradition of utopian and dystopian literature. A survey of different genres, including science fiction, pastoral idylls, and feminist utopias, that examines society's relationship to the environment. The class will examine the rhetoric of invasion ecology to consider whether and how utopian and dystopian ideals are reflected in the ways we seek solutions to our "environmental crises." Authors include Orwell, Le Guin, Butler, and Atwood; films include *Blade Runner* and *Deep Sea Invasion*. This is the same course as English 317.

Open to sophomores, juniors, and seniors. Enrollment limited to 16 students. This is a designated Writing course. *W.Y. Wong*

ENVIRONMENTAL STUDIES 318 GEOLOGICAL PROCESSES AND BIOLOGICAL ADAPTATION IN THE SOUTHWESTERN U.S. An intensive field course emphasizing biological responses to changes in the physical environment. Topics progress from a discussion of the role plate tectonics in the formation of the southwestern landscape, to a focus on the influence of local topography and natural disturbance regimes on the distribution and ecological adaptations of different species of plants and animals. Field trips are based at research stations in the southwestern U.S. and investigate regional geologic processes and their influence on natural communities in deserts; arid grasslands; oak and pygmy conifer woodlands; and pine and spruce forests.

One lecture per week and 12 days of intensive field work in the southwestern U.S. during spring break. There will be an extra fee to cover travel expenses (special fee). *Prerequisite*: Biology 105 and permission of the instructor. Preference will be given to students who have completed Environmental Studies/Geophysics 115 or 120. Enrollment limited to 16 students. *R. Askins, D. Thompson*

ENVIRONMENTAL STUDIES 322 SCIENCE OF ENVIRONMENTAL SUSTAINABILITY A survey of the concepts and methods on the sustainability of human interactions with the environment, highlighting the role and limits of science in the development of indicators to meet current and future human needs within integrated ecological, social, and economic systems. Topics include forms of sustainability, pessimistic versus optimistic scenarios, and the analysis of the resiliency and threshold dynamics. Lab projects will calculate and apply current and proposed indicators of sustainability based on concrete measurements. This is the same course as Botany 322.

Prerequisite: Environmental Studies 110. Enrollment limited to 16 students per laboratory section. *T. Cai*

ENVIRONMENTAL STUDIES 326 INTERNATIONAL ENVIRONMENTAL COOPERATION This is the same course as Government 326. Refer to the Government listing for a course description.

ENVIRONMENTAL STUDIES 395, 396 GOODWIN-NIERING CENTER CERTIFICATE SEMINAR A combination of guest lecturers and student presentations on current environmental issues for participants in the GOODWIN-NIERING CENTER Certificate program.

Prerequisite: Acceptance in GOODWIN-NIERING CENTER Certificate Program. Two credits per semester. *Staff*

ENVIRONMENTAL STUDIES 410 ENVIRONMENTAL RIVER RESTORATION The development and evolution of natural channel systems will be investigated. Special emphasis on environmental river restoration and aquatic habitat. Topics include the physics of flowing water, sediment transport by rivers, flow and substrate characterization techniques and flood hydrology. Laboratory requires the students to design a river restoration project for an environmentally degraded channel. This is the same course as Geophysics 410.

Three hours lecture; three hours lab work. *Prerequisite*: Environmental Studies/Geophysics 210 or 314 or permission of the instructor. Enrollment limited to 12 students. This is a designated Writing course. *D. Thompson*

ENVIRONMENTAL STUDIES 493, 494 ADVANCED STUDY SEMINAR IN ENVIRONMENTAL STUDIES A seminar addressing current environmental issues and conflicts

such as pollution of aquatic and terrestrial ecosystems, acidic deposition and global change. Students will be expected to make presentations and actively participate in discussions.

Open to juniors and seniors. Enrollment limited to 12 students.

ENVIRONMENTAL STUDIES 493A, 494A LAW, SCIENCE AND THE ENVIRONMENT Focus on topical issues relating to law, science and the environment. The intersection of law and science in the legal environmental arena from both a current events and global perspective.

Prerequisite: Government 260 or Economics 307 or permission of the instructor. *A. Davis*

ENVIRONMENTAL STUDIES 493B, 494B HUMAN POPULATION GROWTH The impact of rapid human population growth on the environment and social stability. Emphasis on historic trends in population growth, the recent decline in birth rates in many parts of the world, changes in agricultural productivity, the implications of rapid urbanization, and the effect of increasing human populations on natural environments and biological diversity. *R. Askins*

ENVIRONMENTAL STUDIES 493D, 494D GEOLOGIC HAZARDS AND HUMANS Introduction to flooding, landslide, climatic, volcanic and earthquake hazards facing humans. Seminar topics will examine the role of individuals, industry and government in preparing for and responding to natural disasters. *D. Thompson*

ENVIRONMENTAL STUDIES 493E, 494E INDIGENOUS PEOPLE, SUSTAINABLE DEVELOPMENT AND BIODIVERSITY An exploration of the complex context of indigenous peoples and biodiversity in relation to the impact of the world economic development. The question of sustainable development as a way to preserve the culture of indigenous peoples and biodiversity will be discussed.

Prerequisite: Course 110 or permission of the instructor. *M. Lizarralde*

ENVIRONMENTAL STUDIES 493F, 494F MARINE POLLUTION The course focuses on the science, laws and policies surrounding marine pollution. Special attention on the development of international and domestic marine pollution laws and their impact on marine transportation of oil and chemicals. Seminar format, requiring significant class participation and student-led discussions. Honors quality research term paper required.

Prerequisite: Permission of the department. Enrollment limited to 15 students. *A. Davis*

ENVIRONMENTAL STUDIES 493G, 494G CULTURE, POLITICS AND THE EN-VIRONMENT This is the same course as American Studies/Government 493A, 494A. See the Government listing for a course description.

ENVIRONMENTAL STUDIES 493J, 494J ENVIRONMENTAL HISTORY OF THE U.S. SOUTH This is the same course as History 459. Refer to the History listing for a description

ENVIRONMENTAL STUDIES 493K, 494K ECOLOGICAL RESTORATION An examination of methods for restoring damaged ecosystems as well as the ethics, feasibility, and obstacles to restoration. Discussion of scientific literature as well as field trips to restoration sites. This is the same course as Botany 493K, 494K.

Prerequisite: Biology 207 or Botany 315, or permission of the instructor. *C. Jones*

ENVIRONMENTAL STUDIES 493M, 494M SUSTAINABLE AGRICULTURE This is the same course as Botany 493M, 494M. Refer to the Botany listing for a course description.

ENVIRONMENTAL STUDIES 493N, 494N BIOFUELS This is the same course as Botany 493N, 494N. Refer to the Botany listing for a course description.

ENVIRONMENTAL STUDIES 493O, 494O NATURE: A FIGMENT OF OUR IMAGINATION? What are "Nature" and "Culture"? Are Nature and Culture diametrically opposed? Where and how do Nature and Culture intersect? Is Nature an independent entity or does it derive its meanings, symbolism, and form from the perceiver? After considering the factors that shape our understanding of nature and the environment, the course focuses on specific cultures.

Prerequisite: Course 110 or 111. Enrollment limited to 16 students. *W.Y. Wong*

ENVIRONMENTAL STUDIES 493T, 494T THE GREENS IN EUROPE AND BEYOND This is the same course as German Studies 402/Government 493T, 494T. Refer to the Government listing for a course description.

ENVIRONMENTAL STUDIES 493U, 494U ENVIRONMENTAL JUSTICE IN GLOBAL PERSPECTIVE This is the same course as Government 493U, 494U.

Enrollment limited to 15 students. *J. Dawson*

ENVIRONMENTAL STUDIES 495, 496 GOODWIN-NIERING CENTER CERTIFICATE SEMINAR A combination of guest lecturers and student presentations on current environmental issues for participants in the GOODWIN-NIERING CENTER Certificate program.

Prerequisite: Acceptance in GOODWIN-NIERING CENTER Certificate Program. Two credits per semester. *Staff*

ENVIRONMENTAL STUDIES 295, 296 FIELD WORK IN ENVIRONMENTAL EDUCATION Field work in science and environmental education; an application of science and education theory in a public education facility. The student will become acquainted with the teaching structure of program, exhibits and courses through direct participation.

Prerequisite: Completion of at least three courses in biology, botany, or environmental studies; permission of the science center staff and the director of the program. *P. Hine*

ENVIRONMENTAL STUDIES 291, 292 INDIVIDUAL STUDY

ENVIRONMENTAL STUDIES 391, 392 INDIVIDUAL STUDY

ENVIRONMENTAL STUDIES 491, 492 INDIVIDUAL STUDY

ENVIRONMENTAL STUDIES 497–498 HONORS STUDY

Marine Biological Laboratory Semester at Woods Hole, Massachusetts

Connecticut College is part of a consortium of colleges that participate in a semester away program in environmental sciences at the Ecosystems Center at the Marine Biological Laboratory, Woods Hole, MA. The program offers an intensive immersion in ecological science that emphasizes hands-on laboratory and research experience. The curriculum consists of

an aquatic ecosystems course, a terrestrial ecosystems course, an elective, an independent research project, and a science writing seminar.

ENVIRONMENTAL STUDIES 350 at MBL ANALYSIS OF AQUATIC ECOSYSTEMS Nature and controls of processes (production, decomposition, element cycling and biogeochemistry) in freshwater, estuarine and marine ecosystems. Application of basic principles of ecosystems ecology to investigating contemporary environmental problems such as coastal eutrophication, fisheries exploitation, effects of introduced species, acid deposition and global change. Four credit hours.

Three hours of lecture/discussion and seven hours of laboratory and field work per week for 10 weeks. Required core course of the MBL Semester in Environmental Sciences. *Prerequisite*: Biology 105.

ENVIRONMENTAL STUDIES 352 at MBL ANALYSIS OF TERRESTRIAL ECOSYSTEMS Introduction to fundamental biogeochemical processes in fields, pastures, tundra and forested ecosystems. Physiological ecology of land-plants and soil organisms in an ecosystems context. Impacts of environmental change on the landscape at local, regional and global scales will be discussed. Four credit hours.

Three hours of lecture/discussion and seven hours of laboratory and field work per week for 10 weeks. Required core course of the MBL Semester in Environmental Sciences. *Prerequisite*: Biology 105.

ENVIRONMENTAL STUDIES 354 at MBL SCIENCE WRITERS SEMINAR Case histories relating to scientific research through writing. Discussion, critique and practice of composing an effective story and accurately conveying science to the public in lay terms. Fostering public awareness about science in general and environmental issues in particular. One credit hour.

One hour of lecture/discussion for ten weeks. Required in the MBL Semester in Environmental Sciences.

ENVIRONMENTAL STUDIES 355 at MBL MICROBIAL METHODS IN ECOLOGY Scientific rationale behind a number of methods suitable for determining the role of microbes in ecosystems. Students will learn methods in a series of laboratories. Three credit hours.

Three hours of lecture/discussion per week for ten weeks. Elective in the MBL Semester in Environmental Sciences. *Prerequisite*: Biology 105.

ENVIRONMENTAL STUDIES 356 at MBL AQUATIC CHEMISTRY Theoretical basis for predicting the chemical composition of natural waters and soil solutions at equilibrium toward understanding element cycling in ecosystems. Major topics include: acid-base chemistry, dissolution/precipitation, complexation, oxidation and reduction, and adsorption. Emphasis on problem solving and current environmental issues. Three credit hours.

Three hours of lecture/discussion per week for ten weeks. Elective in the MBL Semester in Environmental Sciences. *Prerequisite*: Either Chemistry 103 and 104 or 107 and 202 or permission of the instructor.

ENVIRONMENTAL STUDIES 357 at MBL MATHEMATICAL MODELING IN ECOSYSTEMS Dynamic simulation modeling of ecological processes. The role of models in science, the relationship of models to scientific theories, and methods for testing the performance of models against the real world. Survey of important models in ecology with a focus on the application of the simple concept of mass balance to simulate population, community and biogeochemical processes. Three credit hours.

Three hours of lecture/discussion per week for ten weeks. Elective in the MBL Semester in Environmental Sciences. *Prerequisite*: Math 112; Computer Programming Experience or permission of the instructor.

Film Studies

Visiting Assistant Professor: Hamidi; Associate Professor Martin, *director*

The Major in Film Studies

Students electing a film studies major will draw upon the interdisciplinary variety that characterizes the study of moving images-combining theory, criticism, history, and practice in developing the ability to think in filmic terms, and gain an understanding of how film functions as both an art and a social force.

The major consists of a minimum of eleven courses (44 semester hours), at least nine of which must be at the 200 level or above, as follows:

Core courses:

Courses 101 and 202 (or their equivalents);

Two courses in national cinemas (list A);

Two courses in filmmaking and writing for film (list B);

Two courses in theory and criticism (list C);

Three additional courses drawn from lists A, B, C, or D, or chosen with approval of the student's major adviser.

The Minor in Film Studies

The minor in film studies consists of at least six courses, including 101, 202 (or their equivalents), and four courses chosen from lists A, B, and C below, with at least one from each list. At least five courses must be at the 200 level or above.

Qualifying Courses for the Major and Minor

Different departments at the college regularly add new courses that fall under the different categories of requirements for the Film Studies program, sometimes on a one-time basis. It is impossible, therefore, to offer in this catalog a complete and exact list of courses that fulfill each requirement. As such, some courses that will count for the major are likely to be absent from the lists that follow. Students should consult the Film Studies program for information on whether a particular course offering in another department may count for the film studies major or minor.

A. National cinemas: Chinese 236; Film Studies 403 (same as French 403), 409 (same as French 409), 493F, 494F (same as Art History 493F, 494F); French 329; Hispanic Studies 309, 319; Italian 317, 416.

B. Filmmaking and writing for film: Film Studies 222, 321, 362, 391, 392, 393, 394, 410; Theater 238.

C. Theory and criticism: Film Studies 203, 227 (same as English 227), 252 (same as Philosophy 252), 311 (same as Gender and Women's Studies 313), 360 (same as English 360), 395, 396, 493, 494; Gender and Women's Studies 356, 419; Slavic Studies 288.

D. Additional courses: Freshman Seminars 138, 149; Film Studies 204 (same as American Studies 204), 211 (same as Philosophy 211), 295, 296, 497–498; Anthropology 300, 305; Art 200, 201, 207, 208, 310; Art History 240, 356 (same as Anthropology 356); Dance 238; English 221, 232, 304, 322; Philosophy 251 (same as Art History 230), 263; Theater 104, 226, 231, 301.

Learning Goals for the Film Studies Major

Film Studies at Connecticut College approaches the study of moving images in a unique and comprehensive manner. The program integrates theory with practice and combines film scholarship with creative work in film production. Coursework is designed to educate students in the language of moving images while firmly framing the study within the traditions and goals of the liberal arts. As budding film scholars, students are asked to critically analyze the moving image in many forms, such as documentary, narrative (from Hollywood to numerous national cinemas), experimental film, animation, and television. Film Studies offers an array of production classes to give students the technical training and stylistic devices to author their own creative projects.

Film Studies Learning Outcomes

- Explore film, television, and other media texts through forms as varied as narrative, documentary, experimental, and animation and within cross-cultural and international contexts.
- Recognize and wield the formal aesthetic components of moving picture imagery which encompass mise-en-scène, cinematography, editing, sound, narrative structure and form, and narration.
- Examine cinema with both critical acuity and creative insight by utilizing theoretical and critical terminology specific to the discipline, while also building on critical skills and tools from other fields that connect dynamically to the construction of motion picture discourses. This interdisciplinary framework touches on multiple languages and disciplines that impact the production and interpretation of media.
- Create film and media works that convey artistic vision and expression with social sensitivity and responsibility, recognizing the intersections of cinema with modalities of race, class, ethnicity, gender and sexuality, and the global resonances of nationhood.
- Persuasively argue, in both verbal and written forms, for one's critical interpretation of film and television texts through close textual and contextual analysis.
- Embrace the evolving nature of cinema by interacting with a variety of new technologies, understanding that the influence of digital media, web-based venues, social networking, and consumer technologies transform the discipline on a continual basis.
- Apply critical and interpretive skills to cinema and media outside the classroom, participating in a variety of intellectual and creative forums, and understanding media literacies as essential to student growth and development.
- Prepare students to engage with motion picture technologies in their future career endeavors, and also establish an intellectual and creative foundation for student's future graduate work in film and media theory, criticism and moving image production.

Courses

FILM STUDIES 101 INTRODUCTION TO FILM STUDY: HOW TO READ A FILM An introduction to the concepts and methodology of film study as an academic discipline, to the development of film language and narrative conventions, connections between ideology and style, and categories of film form. Examples will be chosen from aesthetically and historically significant films. Required screening sessions.

Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *N. Martin*

FILM STUDIES 202 STUDIES IN FILM CULTURE Critical studies of the cultures of moving picture production and reception. Topics include celebrity and star studies, subculture and fan studies, the political economy of moving image production, theories of spectatorship, and the cultural consequences of various moving image technologies. Required screening sessions.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 4. *N. Martin*

FILM STUDIES 203 RACE AND ETHNICITY IN AMERICAN FILM The ideological and theoretical issues in the representation of racial and ethnic minorities as the cultural Other in mainstream American film; the attempts of independent filmmakers of color to intervene in this process and define their own cultural identities.

Prerequisite: At least one course in Film Studies, Gender and Women's Studies, or American Studies. Open to juniors and seniors. Enrollment limited to 25 students. *Staff*

FILM STUDIES 211 JAPANESE PHILOSOPHY IN FILM, LITERATURE, AND SCHOLARLY TEXT This is the same course as Philosophy 211. Refer to the Philosophy listing for a course description.

FILM STUDIES 222 FUNDAMENTALS OF MOTION PICTURE PRODUCTION A hands-on introduction to expression in the language of moving pictures. By designing and executing a series of short, creative production projects, students will explore how moving image techniques are used to structure meaning. Emphasis on narrative form. Topics include composition, videography, sound, continuity editing, montage, and dramatic structure.

Prerequisite: Permission of the instructor. Preference will be given to students who have completed Course 101 or equivalent. Meets twice weekly for up to three hours. Students seeking to enroll in this class should notify the instructor of their interest prior to pre-registration. Enrollment limited to 14 students. This course satisfies General Education Area 5. *Staff*

FILM STUDIES 227 THE FILMS OF ALFRED HITCHCOCK This is the same course as English/Gender and Women's Studies 227. Refer to the English listing for a course description.

FILM STUDIES 238 SCREENWRITING This is the same course as Theater 238. Refer to the Theater listing for a course description.

FILM STUDIES 247 GANGSTERS AND CRIMINALS: OUTLAWS IN JAPANESE CULTURE This is the same course as East Asian Studies 247. Refer to the East Asian Studies listing for a course description.

FILM STUDIES 252 PHILOSOPHY AND FILM This is the same course as Philosophy 252. Refer to the Philosophy listing for a course description.

FILM STUDIES 254 THE HOLOCAUST IN FILM AND LITERATURE This is the same course as German Studies 254. Refer to the German Studies listing for a course description.

FILM STUDIES 255 WEIMAR FILM AND ITS LEGACY This is the same course as German Studies 255. Refer to the German Studies listing for a course description.

FILM STUDIES 256 NAZIS, COMMUNISTS, TERRORISTS: GERMAN HISTORY IN FILM This is the same course as German Studies 256. Refer to the German Studies listing for a course description.

FILM STUDIES 257 REVOLUTIONARY HOPES AND HORRORS OF GERMAN EXPRESSIONISM This is the same course as German Studies 257. Refer to the German Studies listing for a course description.

FILM STUDIES 270 CREATIVE MYTHMAKING IN A DIGITAL AGE An examination of how new media have changed mythmaking. Narrative nonfiction, performance art, classical mythology, digital networking, gaming, and collective artmaking are explored through assignments that utilize writing, digital video, web design, DVD authoring, and performance. The course culminates in a final project in digital video, installation, or new media. This is the same course as Arts and Technology 270.

Prerequisite: Permission of the instructor. Preference will be given to students that have taken Film Studies 222 or its equivalent. Students seeking to enroll in this class should notify the instructor prior to pre-registration. Enrollment limited to 14 students. *A. Hamidi*

FILM STUDIES 288 THEORY OF FILM This is the same course as Slavic Studies 288. Refer to the Slavic Studies listing for a course description.

FILM STUDIES 307 HISTORY OF RUSSIAN AND SOVIET FILM This is the same course as Slavic Studies 307. Refer to the Slavic Studies listing for a course description.

FILM STUDIES 311 REPRESENTING GENDER An examination of the construction of gender in mainstream narrative film in the light of contemporary film theory and criticism. This course investigates representations of gender and the body by looking at what are commonly deemed "masculine genres"—horror and action films—and rethinking these films when violence and agency are enacted by female characters. This is the same course as Gender and Women's Studies 313.

Prerequisite: Course 101 or permission of the instructor. Enrollment limited to 16 students. *N. Martin*

FILM STUDIES 317 HEROES AND HEROINES IN JAPANESE LITERATURE AND FILM This is the same course as East Asian Studies/Japanese 317. Refer to the Japanese listing for a course description.

FILM STUDIES 317f HEROES AND HEROINES IN JAPANESE LITERATURE AND FILM (In Japanese). This is the same course as East Asian Studies/Japanese 317f. Refer to the Japanese listing for a course description.

FILM STUDIES 321 DOCUMENTARY THEORY AND PRODUCTION How moving pictures can be used to explore, discuss, and creatively represent reality—and the issues of "truth," ethics, and social power that arise from these practices—from the standpoint of both producers and critical viewers. Documentary production techniques, reading, and discussion of scholarly literature in documentary history, theory, and criticism. Short film projects and analytical papers and presentations are required. Required screening sessions.

Prerequisite: Permission of the instructor. Preference will be given to students who have completed Course 101 or equivalent. Meets twice weekly for up to three hours. Students seeking to enroll in this class should notify the instructor of their interest prior to pre-registration. Enrollment limited to 14 students. This course satisfies General Education Area 5. *Staff*

FILM STUDIES 357 TRANSNATIONAL ASIAN CINEMA This is the same course as East Asian Studies 357. Refer to the East Asian Studies listing for a course description.

FILM STUDIES 360 RACE AND DOCUMENTARY FILM This is the same course as English 360. Refer to the English listing for a description.

FILM STUDIES 362 EXPERIMENTAL FILM: HISTORY AND PRACTICE An introduction to the history of American experimental film, selected major figures and movements. In addition to viewing, discussing and writing about these films, students will produce their own experimental pieces in a series of short projects using Super-8 and 16mm film for acquisition, and Final Cut Pro for editing. As such, the course also serves as a brief introduction to photo-chemical filmmaking.

Prerequisite: Permission of the instructor. Preference will be given to students who have completed Course 222. Students seeking to enroll in this class should notify the instructor of their interest prior to pre-registration. Enrollment limited to 14 students. *Staff*

FILM STUDIES 377 GRAPHIC STRIPS: GENDER AND SEXUALITY IN COMICS, MANGA, AND ANIMATED FILM This is the same course as East Asian Studies/Gender and Women's Studies 377. Refer to the East Asian Studies listing for a course description.

FILM STUDIES 395, 396 SPECIAL TOPICS IN FILM STUDIES Enrollment limited to 14 students.

FILM STUDIES 395A, 396A ACTION, SPEED AND METROPOLIS

Prerequisite: Permission of the instructor. Enrollment limited to 16 students. *Staff*

FILM STUDIES 395C, 396C CRITICAL STUDIES IN ADVERTISING AND PUBLIC RELATIONS An inquiry into the larger context of advertisements and public relations, beyond simply the promotion of sales and corporate image. What kinds of ideas are getting sold along with the products? What are the broader cultural consequences of the ubiquity of selling, the promotion of buying, the celebration of products? A variety of different media will be considered.

Enrollment limited to 16 students. This course satisfies General Education Area 4. *Staff*

FILM STUDIES 395D, 396D DOCUMENTARY FILMMAKING *Staff*

FILM STUDIES 395I, 396I INDEPENDENT FILM: TRACING HISTORIES, EVOLVING DEFINITIONS, AND CONSIDERING FUTURES An exploration through socio-cultural, historical, and theoretical frameworks, of the evolving definitions and implications of independent cinema. The course also investigates new and evolving screen technologies with screenings, readings, and writing assignments, interrogating notions of cinematic "independence."

Prerequisite: Permission of the instructor. Preference given to film studies majors and minors. Students seeking to enroll in this class should contact the Film Studies program chair prior to pre-registration. *Staff*

FILM STUDIES 395N, 396N FILM NOIR PAST AND PRESENT *Staff*

FILM STUDIES 395W, 396W FEMINISMS IN AMERICAN POPULAR CULTURE Critical exploration of popular film and television texts through the shifting terrain of contemporary feminist thought and representations. Academic feminist work will be combined with criticism in the popular press to uncover the interdependent relationships between the two in how they create feminisms' parameters and popular reception. This is the same course as Gender and Women's Studies 356.

Prerequisite: Course 101 or permission of the instructor. Enrollment limited to 16 students. *N. Martin*

FILM STUDIES 395Z, 396Z ANIMATION A serious, analytic approach to "cartoons," exploring the historical trajectory of the medium, the evolution of aesthetic practices, and the range of technologies utilized in early and contemporary animation. Topics will range from early studio animation and experimental work through contemporary computer animation and anime.

Prerequisite: Course 101 or permission of the instructor. *N. Martin*

FILM STUDIES 403 CITIES ON THE SCREEN: CONSTRUCTING URBAN SPACE IN THE CINEMA (In English) This is the same course as French 403. Refer to the French listing for a course description.

FILM STUDIES 409 HISTORY/STORY: ON THE GRAND AND THE INTIMATE IN FRENCH CINEMA (In English) This is the same course as French 409. Refer to the French listing for a course description.

FILM STUDIES 410 ADVANCED PRODUCTION WORKSHOP As individuals or in pairs, students produce an original video project suitable for submission to film festivals or to serve as a portfolio piece. Emphasis on conceptualization, aesthetics, advanced production techniques, directing, and finishing touches. This course may be repeated for credit.

Prerequisite: Permission of the instructor. A written proposal or screenplay outlining a student's project must be approved by the instructor prior to pre-registration. Preference will be given to students who have completed Course 222 or 321 and have achieved junior standing. Enrollment limited to 14 students. *A. Hamidi*

FILM STUDIES 411 ADVANCED SCREENWRITING A continuation of the possibilities, problems, and conventions of dramatic writing for the screen. Emphasis on writing skills through concepts of character, story, dramatic structure, visual storytelling, and dialogue. The course culminates in a feature-length screenplay or television pilot.

Prerequisite: Course 238 or its equivalent and permission of the instructor. Students seeking to enroll in this class should notify the instructor prior to pre-registration. Enrollment limited to 12 students. This is a designated Writing course. *A. Hamidi*

FILM STUDIES 493, 494 ADVANCED STUDY SEMINAR IN FILM STUDIES Enrollment limited to 15 students.

FILM STUDIES 493A, 494A POSTMODERNISM IN FILM AND THE MEDIA ARTS An exploration of theories placing ubiquitous media culture as central to historical breaks with modernity: from a breakdown in central authority; to breakdowns between the distinctions real:mediated and human:machine; to an ecstatic/apocalyptic collapse of depth and meaning altogether. Required screening sessions. *Staff*

FILM STUDIES 493C, 494C STUDIES IN CULT AND CAMP An exploration of the aesthetics and politics of "cult and camp" film and television, examining through fan practices and theoretical writings the intersection of high theory with low cul-

tural products. This course investigates "trash aesthetics," philosophical approaches to "camp," and the economic and institutional practices of low budget cult filmmaking.

Prerequisite: Course 101, 202, or permission of the instructor. *N. Martin*

FILM STUDIES 493W, 494W STUDIES IN AUTHORSHIP: WOMEN DIRECTORS An exploration of "film authorship" on theoretical and meta-critical levels, focusing specifically on the way gender does (or does not) impact the production (and consumption) of female-authored texts. Combining close textual analysis of women-directed films with feminist criticism, the course examines a multiplicity of intersecting identities. This is the same course as Gender and Women's Studies 419.

Prerequisite: Course 101, 202, or permission of the instructor. *N. Martin*

FILM STUDIES 291, 292 INDIVIDUAL STUDY IN FILM STUDIES

FILM STUDIES 295, 296 FIELD WORK IN FILM STUDIES

FILM STUDIES 391, 392 INDIVIDUAL STUDY IN FILM STUDIES

FILM STUDIES 393, 394 INDIVIDUAL STUDY IN MOTION PICTURE PRODUCTION

FILM STUDIES 491, 492 INDIVIDUAL STUDY

FILM STUDIES 497–498 HONORS STUDY

French

Associate Professor: Austin; Assistant Professor: Etoke; Visiting Instructor: Chalmin; Professor Spencer, *chair*

The Major in French

The major consists of at least nine courses: Course 327 and two courses from the group 203, 204, 326, 329; six 400-level courses including a seminar, and courses in three different "areas" *i.e.,* periods, themes and/or genres. No more than two courses in English may count toward the major. Only four courses taken at an institution other than Connecticut College may be counted toward the major. Two courses from a semester-long study abroad program in France or a francophone country may be counted toward the major; four courses from a year-long program may be counted. Senior majors are expected to demonstrate proficiency in the language.

The Minor in French

The minor consists of at least six courses at or above the 200 level; three of these must be 400-level courses. No more than one course in English may count toward the minor. Only two courses taken at another institution may be counted toward the minor. One course from a semester-long study abroad program in France or a francophone country may be counted toward the minor; two courses from a year-long program may be counted.

Students are strongly encouraged to increase their linguistic proficiency by working in the language lab and attending the French Table in Knowlton House.

Advisers: J. Austin, N. Etoke, C. Spencer

Learning Goals in the French Major

French specialists (majors and minors) and non- specialists who are nevertheless interested in seriously studying French are expected to:

- Demonstrate proficiency in writing and speaking the language. In speaking, they are expected to reach, as a minimum, the proficiency level designated in the ACTFL standards, as "High Intermediate." In writing they are expected to be able to write in clear, grammatically correct and cogent French 8–12 page analytical papers on literary, filmic or more generally cultural topics (linguistic proficiency)
- Demonstrate proficiency in French and Francophone literature, French and Francophone cinema and French history, including knowledge of contemporary France and its troubled relationship with its colonial past (cultural proficiency)
- Demonstrate proficiency in French contemporary theory. French students should be able to think critically, to analyze a cultural text (be it literary or cinematic) and to demonstrate some degree of familiarity with the major trends of contemporary French theory: structuralism, semiotics, deconstruction, postmodernism and postcolonialism (theoretical proficiency)
- Demonstrate a thorough and nuanced understanding of France's evolving status in an increasingly globalized world.

Courses

French Language, Literature and Cinema (in French)

FRENCH 101, 102 ELEMENTARY FRENCH Speaking, reading and writing; introduction to French culture. Some reading of French literary texts. Laboratory work.

Open only to students with fewer than two years in French at entrance. Enrollment limited to 20 students per section. Offered every year. This is a designated Writing course. *J. Austin, Staff*

FRENCH 103 LOWER INTERMEDIATE FRENCH For students with one or two years of secondary school French or the equivalent. Review and progress in grammar. Listening, speaking, reading and writing. Laboratory work.

Enrollment limited to 25 students. Offered every year. This is a designated Writing course. *Staff*

FRENCH 113 INTERMEDIATE FRENCH I Review of pronunciation and grammar; vocabulary building. Practice in speaking and writing based on selected readings of literary and documentary texts concerning contemporary France. Laboratory work.

Prerequisite: Two or three years of French at entrance and a College Board score of 470 or over, or Course 101, 102 or 103. Enrollment limited to 15 students. This is a designated Writing course. *C. Spencer, Staff*

FRENCH 114 INTERMEDIATE FRENCH II Practice in speaking and writing, with emphasis on the analysis and discussion of texts that explore literary, political and social values of modern France; grammar review; laboratory work.

Prerequisite: At least three years of French at entrance and a College Board score of 530 or over, or Course 113. Enrollment limited to 15 students. Offered every year. This is a designated Writing course. *J. Austin, Staff*

FRENCH 203 PENSEZ FRANCAIS I: THE FRENCH CULTURAL EXPERIENCE Conversation and composition based on contemporary texts and films about France and Francophone countries.

Prerequisite: At least four years of French at entrance and a College Board score of 570 or higher, or Course 114. Enrollment limited to 15 students. Offered every year. This is a designated Writing course. *C. Spencer*

FRENCH 204 PENSEZ FRANCAIS II: THE FRENCH LITERARY EXPERIENCE Conversation and composition based on contemporary writings.

Prerequisite: At least four years of French at entrance and a College Board of 580 or higher, Course 114 or 203. Enrollment limited to 15 students. This is a designated Writing course. *Staff*

FRENCH 270 ANTHROPOLOGY OF FRANCE This is the same course as Anthropology 270. Refer to the Anthropology listing for a course description.

FRENCH 310 COLONIALISM, MEMORY OF SLAVERY AND IMMIGRATION IN FRANCE This is the same course as Anthropology 310. Refer to the Anthropology listing for a course description.

FRENCH 324 WORDS IN TRANSLATION An initiation to French-English translation, with an emphasis on vocabulary building, syntaxical sequencing, and stylistical devices. This is a designated Writing course. *Staff*

FRENCH 326 CIVILIZATION THROUGH CONVERSATION Stresses the improvement of oral skills by exploring various dimensions of contemporary French and Francophone culture. Newspaper and magazine articles as well as French television programs will be reviewed. This course will serve as a preparation for study abroad. Not open to students who have studied in a French-speaking country.

Prerequisite: One 300-level course or permission of the department. Open to sophomores, juniors, and seniors. Enrollment limited to 15 students. This is a designated Writing course. *Staff*

FRENCH 327 INTRODUCTION TO LITERARY AND TEXTUAL ANALYSIS Selected readings and contemporary French films aimed at developing an understanding of literary and cinematic techniques.

Enrollment limited to 20 students. Offered every year. This course satisfies General Education Area 4 and is a designated Writing course. *C. Spencer*

FRENCH 328 CONTEMPORARY ISSUES IN FRANCOPHONIE African (Maghrebian and West African), Canadian, and Caribbean authors. Focusing on questions of independence, language allegiance, colonialism, identity, and belonging.

Prerequisite: Course 327 or permission of the department. Enrollment limited to 20 students. This course satisfies General Education Area 4. *N. Etoke*

FRENCH 329 FRENCH CINEMA A study of the major directors and orientations of the French cinema, starting with Lumière and Meliès and including Bunuel, Cocteau, Renoir and "la Nouvelle Vague." Special emphasis will be placed on the cinematic styles and techniques, and on their evolution during this period.

Prerequisite: Course 327 or permission of the department. Enrollment limited to 20 students. Offered every year. This course satisfies General Education Area 4 and is a designated Writing course. *C. Spencer*

Prerequisite for all 400-level courses except 403, 403T, 405, 406, 409, 409T: Two 300-level courses, including Course 327.

FRENCH 403T CITIES ON THE SCREEN: CONSTRUCTING URBAN SPACE IN THE CINEMA Additional weekly two-hour session, in which texts and movies will be discussed in French. Students selecting Course 403T must concurrently register for French 403. Open to students who speak and read French beyond the intermediate level. Two credit hours. The TOC section is required for students who wish to count the course toward a major/minor in French. *J. Austin*

FRENCH 405 THE ART OF SPEAKING Advanced conversation based on newspapers, magazines and contemporary movies; analysis of different levels of language including "argot."

Prerequisite: One course at the 300 level, or permission of the department. Enrollment limited to 16 students. *C. Spencer*

FRENCH 406 THE ART OF WRITING Advanced composition with an emphasis on style. Samples for weekly practice of written expression taken from contemporary French newspapers and magazines. No grammar review.

Prerequisite: One course at the 300 level, or permission of the department. Enrollment limited to 16 students. *C. Spencer*

FRENCH 407 LA CARAÏBE FRANCOPHONE HIER ET AUJOURD'HUI The French Caribbean is a mixture of diverse cultures and experiences grounded in the violence of slavery. The course uses literature and film to reflect on what came out of that violence, which creates in destroying and destroys in creating. Topics include loss and survival, memory and identity, and deconstructing blackness. This is the same course as Comparative Race and Ethnicity 407.

Prerequisite: Two French courses at the 300 level or permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *N. Etoke*

FRENCH 409T HISTORY/STORY: ON THE GRAND AND THE INTIMATE IN FRENCH CINEMA Additional weekly two-hour session, in which texts and movies will be discussed in French. Students selecting Course 409T must concurrently register for French 409. Open to students who speak and read French beyond the intermediate level. Two credit hours. The TOC section is required for students who wish to count the course toward a major/minor in French. *J. Austin*

FRENCH 412 PERSONALIZING HISTORY: A STUDY OF COLONIALISM AS REPRESENTED IN CONTEMPORARY FRENCH CINEMA An examination of the ways in which contemporary French cinema has been refiguring France's colonial past, with emphasis on Indochina and Algeria. Films include *Le petit soldat* (J. L. Godard), *La bataille d'Alger* (G. Pontecorvo), *Le crabe tambour* (P. Schoendoerffer), *La guerre sans nom* (B. Tavernier), *L'amant* (J. J. Annaud), and *Indochine* (R. Wargnier).

Enrollment limited to 16 students. *C. Spencer*

FRENCH 414 NEW WAVE FILM, THEN AND NOW This course will examine the crucial New Wave movement in French cinema, as it is expressed as a historical moment or

"school" and as it is conceived in less temporal terms as an attitude toward making and viewing film. The *Nouvelle Vague's* contribution to filmmaking as writing and as epistemological quest will be explored with reference to earlier filmmakers, and in relation to the parallel *Rive Gauche* group. Special emphasis will be placed on contemporary French cinema as inheriting the *auteur* tradition. Films by Bresson, Truffaut, Godard, Rohmer, Varda, Marker, Resnais, Beineix, Besson, Asseyas, Pool, Jeunet.

Enrollment limited to 16 students. This is a designated Writing course. *J. Austin*

FRENCH 418 REVISITING THE ENLIGHTENMENT A study of the "Siècle des Lumières" with a focus on the new, contested relationship between the individual and power. Works by literary and political authors such as Montesquieu, Rousseau, Voltaire, Diderot, Robespierre, and St. Just.

Enrollment limited to 16 students. This is a designated Writing course. *R. Chalmin*

FRENCH 419 COMING OF AGE IN NOVEL AND FILM French novels and films will serve to examine the political, sexual, and familial dynamics of the coming of age narrative, and to shed light on the historical, political, and aesthetic contexts in which those narratives take place. Special attention will be given to how temporality is represented in visual and textual narratives.

Enrollment limited to 16 students. *J. Austin*

FRENCH 420 THE WOMAN'S BODY IN AFRICAN LITERATURE AND CINEMA Rather than being a stable signifier of female oppression, the woman's body signifies a number of potentially conflicting projects and positions in postcolonial African societies. This seminar will analyze the body as a sign and a bearer of social and political ideologies embedded in discourses of patriarchy, nationalism, violence, and desire. This is the same course as Comparative Race and Ethnicity/Gender and Women's Studies 420.

Enrollment limited to 16 students. This is a designated Writing course. *N. Etoke*

FRENCH 422 BLACK BLANC BEUR CINEMA/LITERATURE Black Blanc Beur/Bleu Blanc Rouge? An examination of how the ethnic makeup of contemporary French society challenges its republican ideals of liberty, equality, and fraternity. The course employs literature, film, newspapers, and popular musical forms to reflect on issues such as integration, identity, urban violence, race, gender, and class.

Prerequisite: Two 300-level courses, including Course 327. Enrollment limited to 16 students. *N. Etoke*

FRENCH 424 ESPACES URBAINS: LA VILLE AU CINEMA The French city long has been defined in opposition to the countryside, and more recently, to the (dystopian) suburb. This course will examine the cinematic construction of urban space in France, and in so doing interrogate the role of the urban/suburban dyad in the contemporary French social landscape. Weekly screenings.

Enrollment limited to 16 students. *J. Austin*

FRENCH 493, 494 ADVANCED STUDY SEMINARS

Prerequisite: Open to juniors and seniors who have completed two 400-level French courses or by permission of the department. Enrollment limited to 16 students. This is a designated Writing course.

FRENCH 493K, 494K TROLLOPS AND TRANSVESTITES: PROSTITUTION AND THE THEATRICS OF TRANSVESTISM IN PREMODERN AND MODERN EUROPE (FRANCE AND ENGLAND) A study of the relation between transvestism and theatre from a literary, historical, social and political point of view.

Texts by A. Behn, Defoe, Marivaux, Zola among others. Films by Almodóvar, Buñuel, B. Blier and B. Jacquot. *C. Spencer*

FRENCH 493M, 494M HEARING VOICES: STUDY OF VOICE, THEATRICALITY AND PERFORMANCE The course will explore the changing meanings and perceptions attached to voice in its relationship to contemporary issues such as identity, gender and sexuality. Literary texts (*L'Ecole des femmes* by Molière, *The Rover* by Aphra Behn, *Sarrazine* by Balzac) and films (*Singing in the Rain*, *The Law of Desire*, *The Bad Education*). Some incursions in opera, in particular Haendel and the vogue of castrati. This is the same course as Gender and Women's Studies 406. *C. Spencer*

FRENCH 493N, 494N SEDUCTION A study of seduction in Ancient Regime literature and today's cinema. Authors include: Marivaux, Laclos, Balzac, Barbey d'Aurevilly, Truffaut, Deville and Almodovar. Emphasis on theatricality, cross-dressing, the narrative contract and the body in performance. *Staff*

FRENCH 493O, 494O THE PROSTITUTE AND THE ARTIST A study of the representation of prostitution in 19th Century French literature and art. *C. Spencer*

In English

FRENCH 403 CITIES ON THE SCREEN: CONSTRUCTING URBAN SPACE IN THE CINEMA Focus on urban space as constructed on the screen and the interplay between architecture, sets, cultural memory, and film technologies. Study of films from the French cinematic tradition and examples from the American, Russian, and European cinemas. An additional weekly two-hour, two credit TOC session in French, 403T, will be offered to students who speak and read French beyond the intermediate level. Students selecting Course 403T must concurrently register for French 403. The TOC section is required for students who wish to count the course toward a major/minor in French. This is the same course as Film Studies 403.

Prerequisite: Film Studies 101 or French 329; or permission of the instructor. Enrollment limited to 16 students. *J. Austin*

FRENCH 409 HISTORY/STORY: ON THE GRAND AND THE INTIMATE IN FRENCH CINEMA Two French cinemas have long existed: one "big" cinema about the tumultuous political, cultural, and literary history of France, and one "small," personal cinema about a few characters and their lives. This course will examine what the differences in subject and scale mean for French film and culture. An additional weekly two-hour, two credit TOC session in French, 409T, will be offered to students who speak and read French beyond the intermediate level. Students selecting Course 409T must concurrently register for French 409. The TOC section is required for students who wish to count the course toward a major/minor in French. Weekly screenings. This is the same course as Film Studies 409.

Prerequisite: Film Studies 101 or French 329; or permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *J. Austin*

FRENCH 491, 492 INDIVIDUAL STUDY

FRENCH 497–498 HONORS STUDY

Gender and Women's Studies

Professor: Segrest; Assistant Professor: Sharma

Professors: Borrelli (Government), Boyd (English), Chrisler (Psychology), Harlan (Religious Studies), Howes (Economics), Kushigian (Hispanic Studies), Rivkin (English), Van Slyck (Art History and Architectural Studies), Wilson (History); Associate Professors: Bhatia (Human Development), Dooling (East Asian Languages and Cultures), Eastman (Biology), Fredricks (Human Development), Garofalo (History), Grande (Education), Greven (English), Hay (English), Heredia (Hispanic Studies), Lanoux (Slavic Studies), Martin (Film Studies), Pfefferkorn (Philosophy), Sica (Italian); Assistant Professors: Baker (English), Davis (History), Downs (History), Etoke-Ilde (French), Harris (Sociology), Henderson (Dance), Jaffar (Sociology), Manion (History), Reder (English).

Gender and Women's Studies is an interdisciplinary transnational course of study designed to help students understand the ways in which gender politics shapes social experience. We examine the nuanced historical processes through which women and men and transgendered people live out gender; the set of institutional and ideological practices that shape it; and the concrete processes and political movements through which inequities are transformed. Employing a transnational, comparative approach, students explore how gender intersects with issues of nation, culture, religion, sexuality, class and race. Gender and Women's Studies prepares students to utilize feminist methodologies and approaches to examine and enrich other disciplines in the humanities, social sciences, natural sciences, and arts.

The Major in Gender and Women's Studies

The Gender and Women's Studies major consists of courses 103, 224, 295 or 296, 306, 312, one of the 400-level capstone seminars offered by departmental faculty, and five additional courses from among electives either offered by departmental faculty or cross-listed with the associate faculty. Of the five additional courses, three must be at the 200 level or above, with one of these at the 300 or 400 level. Given the transnational focus of the department, students are strongly advised to gain language competency and to study abroad.

Students may choose to double major in Gender and Women's Studies and another discipline. Majors are encouraged to undertake independent work in seminars, individual studies courses, or Honors Study. Departmental and associated faculty serve as advisers.

The Minor in Gender and Women's Studies

The minor in Gender and Women's Studies consists of at least five courses, including courses 103 and 306. In addition, students must elect three courses. At least two of these three courses must be taken at the 300 or 400 level. A plan of study organized around a specific topic, theme, or area of interest should be submitted to the faculty adviser for approval.

Advisers: M. Segrest, S. Sharma, and Associated Faculty as appropriate

Learning Goals in the Gender and Women's Studies Major

The Department of Gender and Women's Studies develops students to be passionately engaged with their studies and the world—as intellectuals, activists, artists, and writers who will apply a knowledge of gender in work, families, and communities, intelligently and creatively, for their entire lives. We welcome women, men, and transgender students.

Our major has as its core six required courses that take the student from the basics of understanding gender as an analytic lens and a force of culture across geography and history, to an advanced understanding and application of transnational feminist theory, methodology, and practice. Majors add to this core at least four interdisciplinary electives that allow the student to shape the major according to particular interests and talents and to understand the "common differences" among gendered and/or feminist approaches.

This department follows ideas, movements, and bodies across all kinds of disciplinary and political boundaries to arrive at new syntheses and insights that are necessary for creating local and global communities of justice, sustainability, and peace in the 21st century. It also works to set the student on a vocational path into a world that needs such talents, training, and dedication.

Upon completion of a Gender and Women's Studies Major, students will master the power of gender as an analytical concept and be able to apply it in other academic disciplines and in everyday life. The GWS major will:

Gain Analytical Skills:

- Understand the nuanced historical processes by which humans live out gender across geographies and histories, and the institutional and ideological practices that shape them;
- Know how other forces of identity and power such as race, sexuality, class, religion and nationality intersect and interact with gender;
- Understand the varieties of feminist theories, the major debates in the field, internal and external critiques of feminism (from conservative, anti-imperialist, queer, and other positions), and its overall evolution;
- Learn how major social movements shape history, how the great social movements of modernity are gendered, when and how autonomous women's organizing emerged, and how these movements are engaging the conditions of human lives and communities globally;
- Understand the major issues facing women nationally and globally, and the stakes and strategies in addressing these challenges.

Refine Modes of Self-Reflection:

- Understand the concept of "social location," including ones own;
- Grasp the ways that binary modes of thinking about and "doing" gender constrict human possibilities, and appreciate and value the implications of "queer" and "trans" movements and identities;
- Learn to identify a range of masculinities and femininities and what is at stake in these choices.

Apply Theory in Practice:

- Appreciate the power of individual and collective agency;
- Learning to work in campus and community organizations to create a more just and sustainable world.

Gain Skills in Writing, Research, Reading, and Speaking:

- Utilize feminist methodologies and approaches in order to frame original research and organizing;

- Work on writing skills that bring clarity of expression and coherence of argument;
- Refine skills of information literacy and research, both library and web-based, and how to use digital technologies;
- Achieve oral proficiency to speak confidently, intelligently, clearly and constructively;
- Gain and refine critical reading skills, from the ability to identify an argument or thesis; to following its development through an essay or book; to engaging and critiquing it; to entering into scholarly and intellectual conversations about the key issues and debates in the field.

Required Courses

GENDER AND WOMEN'S STUDIES 103 A TRANSNATIONAL FEMINIST INTRODUCTION TO GENDER AND WOMEN'S STUDIES An interdisciplinary course that examines how feminism is constituted transnationally. Drawing upon disciplines including political economy, history, literature, and sociology, the course examines the gendered forces that constitute modernities and post-modernities, including colonization, the transatlantic slave trade, body politics, the nation-state and gendered citizens, the global economy, and the family.

Open to all students. Enrollment limited to 40 students. This course satisfies General Education Area 3. *M. Segrest, S. Sharma*

GENDER AND WOMEN'S STUDIES 224 TRANSNATIONAL WOMEN'S MOVEMENT A gendered examination of twentieth-century social movements and the emergence of autonomous women's organizations and networks worldwide. Emphasis on violence and the state, anticolonial movements, communist and postcommunist states, feminism vs nation building, women in industrial and postindustrial economies, and the challenges and opportunities of women's organizations in the twenty-first century.

Enrollment limited to 25 students. This course satisfies General Education Area 3. *M. Segrest, Staff*

GENDER AND WOMEN'S STUDIES 226 GENDER AND HUMAN RIGHTS An introduction to human rights frameworks and practices for women and gender minorities, and their applications, including stopping gender violence and advocating for educational, economic, and cultural rights as the context for human development. This course is an alternative to Gender and Women's Studies 224 as a requirement for the major. This is the same course as Education 226.

Enrollment limited to 30 students. This course satisfies General Education Area 3. *M. Segrest*

GENDER AND WOMEN'S STUDIES 295, 296 TRAINING FOR TRANSFORMATION Theoretical readings in community organizing and leadership with supervised practical work at designated community-based agencies and governmental and non-governmental organizations or campus-based sites. Two credit hours, pass/not passed marking. May be taken in conjunction with one of the core courses required for the major.

GENDER AND WOMEN'S STUDIES 306 ADVANCED READINGS IN FEMINIST THEORY Analysis of social, political and ideological relations through which feminist knowledge is produced. Emphasis on significance of gendered analysis as an intervention in a range of disciplines and discourses and the evolution of complex modes of theorizing gender as they implicate and are shaped by other forms of power and identity.

Prerequisite: Course 103 for Gender and Women's Studies majors or permission of the instructor. This course is recommended for juniors and seniors. Enrollment limited to 20 students. *M. Segrest, Staff*

GENDER AND WOMEN'S STUDIES 312 FEMINIST SOCIAL RESEARCH METHODS This course focuses on developing feminist research questions and the design of research projects and gives students experience with different methods, including interview, survey, experimental and ethnographic techniques.

Prerequisite: Course 103 or 224 or permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *S. Sharma*

Electives in Gender and Women's Studies

GENDER AND WOMEN'S STUDIES 102 CHILDREN'S RIGHTS AND PUBLIC POLICY This is the same course as Human Development 103. Refer to the Human Development listing for a course description.

GENDER AND WOMEN'S STUDIES 203 AN INTRODUCTION TO QUEER STUDIES This interdisciplinary introduction will ground students in queer theories and histories and the movements of queer and transgender people. These theoretical and historical lenses will be used to examine literature, film, popular culture, and personal and group identities so that students gain facility in "queering" a wide range of intellectual and cultural pursuits.

Enrollment limited to 30 students. This course satisfies General Education Area 4. *M. Segrest*

GENDER AND WOMEN'S STUDIES 208 WORDS, WISDOM, AND WITNESS: WOMEN OF COLOR IN THE AMERICAS An examination of the ways in which women of color have invented themselves in the Americas over the past century. Students will examine the contributions of women of color to feminist theory, theology, literature and the arts, and U.S. social movements and activism.

Prerequisite: Course 103 or 105, or permission of the instructor. Enrollment limited to 30 students. *C. Highbaugh*

GENDER AND WOMEN'S STUDIES 209 RACE, GENDER, AND THE MASS MEDIA This is the same course as Sociology 208. Refer to the Sociology listing for a course description.

GENDER AND WOMEN'S STUDIES 211 SEX, GENDER, AND SOCIETY This is the same course as Sociology 212. Refer to the Sociology listing for a course description.

GENDER AND WOMEN'S STUDIES 216 GENDER AND GLOBALIZATION A study of discourses and practices of globalization and their relationship to cultural processes centered on labor and political economy in gendered contexts. These contexts include those concerning women as a category, as well as those concerning the gendering of labor in the global economy.

Prerequisite: Course 103 or another introductory social science course, or permission of the instructor. Enrollment limited to 30 students. *Staff*

GENDER AND WOMEN'S STUDIES 217 SAME-SEX SEXUALITY IN WORLD HISTORY This is the same course as American Studies/History 217. Refer to the History listing for a course description.

GENDER AND WOMEN'S STUDIES 222 HISTORY OF GENDER IN THE ANDES AND MEXICO This is the same course as History 220. Refer to the History listing for a course description.

GENDER AND WOMEN'S STUDIES 225 WOMEN, RELIGION, AND MODERNITY This is the same course as Religious Studies 225. Refer to the Religious Studies listing for a course description.

GENDER AND WOMEN'S STUDIES 227 THE FILMS OF ALFRED HITCHCOCK This is the same course as Film Studies/English 227. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 230 GENDER IN COMMUNIST AND POST-COMMUNIST SOCIETIES This is the same course as Slavic Studies 230/East Asian Studies 230. Refer to the Slavic Studies listing for a course description.

GENDER AND WOMEN'S STUDIES 235 "CHUTNEY-POPCORN": BOLLYWOOD, GLOBALIZATION, AND IDENTITY An examination of the scripts of social reform in Bollywood films since the advent of globalization and economic liberalization in 1991. Through a series of Hindi films made in the period between 1990 and 2000, this course makes connections between economic change and the gendered nature of social reform in contemporary India. This is the same course as Anthropology 235.

Prerequisite: Course 103 or equivalent, or with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *S. Sharma*

GENDER AND WOMEN'S STUDIES 238 A THEORETICAL INTRODUCTION TO POSTCOLONIAL LITERATURE: GENDER, RACE, EMPIRE This is the same course as English 238. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 242 THE HISTORY OF WOMEN AND GENDER IN THE UNITED STATES This is the same course as American Studies/History 242. Refer to the History listing for a course description.

GENDER AND WOMEN'S STUDIES 244 MODERN CHINESE WOMEN'S WRITING IN TRANSLATION This is the same course as Chinese 244. Refer to the East Asian Languages and Cultures listing for a course description.

GENDER AND WOMEN'S STUDIES 270 HISTORY OF SEXUALITY IN THE U.S. This is the same course as American Studies/History 270. Refer to the History listing for a course description.

GENDER AND WOMEN'S STUDIES 275 HISTORY OF WITCHCRAFT AND MAGIC This is the same course as American Studies/History 275. Refer to the History listing for a course description.

GENDER AND WOMEN'S STUDIES 301C AMERICAN WOMEN WRITERS This is the same course as English 301C. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 304 CHILDREN AND FAMILY SOCIAL POLICIES This is the same course as Human Development 304. Refer to the Human Development listing for a course description.

GENDER AND WOMEN'S STUDIES 305 "FLOWERS FROM THE VOLCANO": IMPERIAL DISCOURSE, ECO-FEMINISM, AND RESISTANCE IN THE AMERI-

CAS (In Spanish) This is the same course as Hispanic Studies 305. Refer to the Hispanic Studies listing for a course description.

GENDER AND WOMEN'S STUDIES 309 THE HISTORY OF SLAVERY AND EMANCIPATION IN THE AMERICAS This is the same course as American Studies/ History 309. Refer to the History listing for a course description.

GENDER AND WOMEN'S STUDIES 311 MUSLIM WOMEN'S VOICES This is the same course as Religious Studies 311. Refer to the Religious Studies listing for a course description.

GENDER AND WOMEN'S STUDIES 313 REPRESENTING GENDER This is the same course as Film Studies 311. Refer to the Film Studies listing for a course description.

GENDER AND WOMEN'S STUDIES 332 EXQUISITE CORPSES This is the same course as English 332. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 333 U.S. LATINO URBAN YOUTH NARRATIVES (In Spanish) This is the same course as Hispanic Studies 333. Refer to the Hispanic Studies listing for a course description.

GENDER AND WOMEN'S STUDIES 337 THE LITERATURE OF PASSING This is the same course as English 337. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 340 PSYCHOLOGY OF MEN AND MASCULINITY This is the same course as Psychology 340. Refer to the Psychology listing for a course description.

GENDER AND WOMEN'S STUDIES 341 CRIME AND PUNISHMENT IN U.S. HISTORY This is the same course as American Studies/History 341. Refer to the History listing for a course description.

GENDER AND WOMEN'S STUDIES 347 SAME-SEX LOVE AND THE AMERICAN RENAISSANCE This is the same course as American Studies/English 347. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 350 EDUCATION AND THE REVOLUTIONARY PROJECT IN LATIN AMERICA This is the same course as American Studies/ Comparative Race and Ethnicity/Education 350. Refer to the Education listing for a course description.

GENDER AND WOMEN'S STUDIES 356 FEMINISMS IN AMERICAN POPULAR CULTURE This is the same course as Film Studies 395W, 396W. Refer to the Film Studies listing for a course description.

GENDER AND WOMEN'S STUDIES 360 "THE STATE IS DEAD, LONG LIVE THE STATE": GLOBALIZATION AND STATE-MAKING IN THE 21ST CENTURY The course introduces students to theories of the transnational modern state as it is challenged by globalization in its various permutations. We will explore the implications of social networking on new and powerful people's movements, especially across the Middle East, attempting to remove authoritarian regimes through peaceful congregation and state-based responses to such acts of non-violent resistance. We will engage Foucauldian and feminist notions/ theories of the state with such transnational developments, exploring the future of the state and the state of the future.

Prerequisite: Course 103 and either 224 or 306. Open to junior and senior majors in anthropology, gender and women's studies, international relations, or economics. Enrollment limited to 16 students. This is a designated Writing course. *S. Sharma*

GENDER AND WOMEN'S STUDIES 362 ALICE MUNRO AND THE SHORT STORY This is the same course as English 362. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 377 GRAPHIC STRIPS: GENDER AND SEXUALITY IN COMICS, MANGA, AND ANIMATED FILM This is the same course as East Asian Studies/Film Studies 377. Refer to the East Asian Studies listing for a course description.

GENDER AND WOMEN'S STUDIES 406 HEARING VOICES: A STUDY OF VOICE, THEATRICALITY AND PERFORMANCE (IN FRENCH) This is the same course as French 493M, 494M. Refer to the French listing for a course description.

GENDER AND WOMEN'S STUDIES 408 CHILD MALTREATMENT This is the same course as Human Development 408. Refer to the Human Development listing for a course description.

GENDER AND WOMEN'S STUDIES 416 THE BRONTËS This is the same course as English 493E, 494E. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 418 TONI MORRISON This is the same course as English 493H, 494H. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 419 STUDIES IN AUTHORSHIP: WOMEN DIRECTORS This is the same course as Film Studies 493W, 494W. Refer to the Film Studies listing for a course description.

GENDER AND WOMEN'S STUDIES 420 THE WOMAN'S BODY IN AFRICAN LITERATURE AND CINEMA (In French) This is the same course as Comparative Race and Ethnicity/French 420. Refer to the French listing for a course description.

GENDER AND WOMEN'S STUDIES 422 MELVILLE: SEXUALITY, ART, AND WORLD TRAVEL This is the same course as American Studies/English 493D, 494D. Refer to the English listing for a course description.

GENDER AND WOMEN'S STUDIES 426 HISTORY OF GENDER AND SEXUALITY IN JAPAN, 1850s–1980s This is the same course as History 426. Refer to the History listing for a course description.

GENDER AND WOMEN'S STUDIES 434 TOPICS IN MULTICULTURALISM: MAPPING BODIES This is the same course as Dance 434. Refer to the Dance listing for a course description.

GENDER AND WOMEN'S STUDIES 448 HUMAN TRAFFICKING: PROSTITUTION AND SEX-SLAVERY IN NORTHEAST ASIA, WESTERN EUROPE AND THE U.S. SINCE 1850 This is the same course as History 448. Refer to the History listing for a course description.

GENDER AND WOMEN'S STUDIES 468 RACE AND SEX IN EARLY AMERICA This is the same course as American Studies/History 468. Refer to the History listing for a course description.

Additional Electives

Art History 325	Gender in Architecture
Art History 493M, 494M	Gender in Early Modern Europe (1350–1700): Art, Literature and Society
Economics 409	Women and Work
Film Studies 494C	Studies in Cult and Camp
Government 250	Women and United States Politics
Hispanic Studies 433A, 434A	Growing up in Latin America: The Bildungsroman in Latin American Narrative
Hispanic Studies 433C, 434C	Contemporary Spanish Women Writers
History/American Studies 248	Narratives of Illness
History 410	Readings in the History of African Women
Philosophy 263	Body and Gender
Psychology 203	Psychology of Women
Psychology 493A, 494A	Psychology of Women's Health
Religious Studies 493A, 494A	Women and Religion in South Asia

GENDER AND WOMEN'S STUDIES 291, 292 INDIVIDUAL STUDY

GENDER AND WOMEN'S STUDIES 391, 392 INDIVIDUAL STUDY

GENDER AND WOMEN'S STUDIES 495, 496 FIELD WORK Six to nine hours weekly of supervised practical work at designated community-based agency, governmental or non-governmental organization, or campus site, with written reflection as final product.

Open to senior majors and minors in Gender and Women's Studies. Students must find a faculty sponsor to oversee field work experience. Students may only take this course once unless senior students get advanced permission for a two-semester field work assignment as an alternative to an honors thesis.

GENDER AND WOMEN'S STUDIES 497–498 HONORS STUDY

German Studies

Visiting Assistant Professor: Mueller; Associate Professor Atherton, *chair*

The Major in German Studies

The major consists of at least nine semester courses (36 semester hours) in German Studies at or above the 200 level and at least two 400-level courses taken at Connecticut College. Two courses from German Studies in English or the group of German Studies-related courses may be counted toward the major if departmental guidelines are followed.

Normally, no more than four courses taken at another institution may be counted toward the German Studies major. Proficiency in spoken German at the intermediate mid level of the ACTFL proficiency standards is required.

The Minor in German Studies

The minor consists of at least six semester courses (24 semester hours) in German Studies at or above the 200 level, and at least one 400-level course taken at Connecticut College. One course from German Studies in English or the group of German Studies-related courses may be counted toward the minor if departmental guidelines are followed. Normally, no more than two courses taken at other institutions may count toward the minor.

Courses selected from the section "German Studies in English" or "German Studies-Related Courses" may count toward the major or minor when departmental guidelines are followed. These include obligatory participation in a German discussion Foreign Language Across the Curriculum (FLAC) section if offered and completion of specified readings and written assignments in German.

Students are strongly encouraged to utilize the resources of the language laboratory, including satellite broadcasts of German television programs and newscasts. The Department possesses an extensive collection of video and audio cassettes for classroom and individual use. Other means of improving German language and cultural proficiency include residence in Knowlton, meals at the German table, and German conversation hours on campus. Off campus opportunities include intensive summer language programs; study abroad at selected institutions; participation in the Connecticut-Baden-Württemberg academic exchange program with the universities of Freiburg, Heidelberg, Konstanz, Stuttgart and Tübingen, among others; the IES programs in Berlin, Freiburg, and Vienna; and internships in Austria, Germany, or Switzerland. Students are encouraged to apply for a limited number of John S. King Memorial Travel Grants for summer study in Germany.

Learning Goals in the German Studies Major

The major in German Studies cultivates in its students a deep engagement with their environment organized around three concentric concentrations: language competence, cultural competence, and critical competence. These are not sequential stages but simultaneous aspects of our broad-based educational program within the framework of the liberal arts.

Language Competence

On completion of the major, students will attain the "intermediate-mid" level of spoken competence according to the standards published by the American Council of Teachers of Foreign Languages (ACTFL). At this level, a speaker can initiate conversation and carry out basic communicative tasks in various familiar social situations. Intermediate speakers can negotiate everyday transactions effectively without recourse to English, and travel confidently throughout the German-speaking world. Student's comprehension and reading skills will be generally higher than their spoken level, including the ability to read newspapers and magazines as well as shorter fiction.

Cultural Competence

Advanced linguistic fluency involves more than just grammatical and lexical competence. The advance registers of a language require correct usage within a variety of social and cultural contexts. This dimension of learning we call "cultural competence." The major in German Studies organizes cultural competence around a series of cultural keystones. These keystones are distributed throughout the German Studies curriculum. Students learn to identify and examine the fundamental forces that have shaped German Culture, ranging from historical events and individuals, to political concepts and forms of social organization, to major literary, artistic, and philosophical trends.

Critical Competence

Critical competence comes from understanding how culture both shapes and is shaped by the values it produces and enforces. Critical competence is, in the first instance, the ability to analyze and evaluate critically the ways in which the foreign culture's texts, symbols, events, and institutions occur in debates and controversies that generate its identity and values. At the same time, critical competence is also the cross-cultural application of these analytical skills to evaluate the values of one's own culture as they emerge in their differences from the foreign culture one studies. While this is the goal of all our more advanced courses, students achieve this personally and pragmatically through a period of immersion and intellectually through an independent study or a senior dissertation. The major in German Studies, offers students various paths to cultivate linguistic, cultural, and critical competence, in pursuit of this goal and in fashioning themselves into independent-minded, engaged, and intelligent adults in the 21st century.

Courses

A. German Cultural Studies in English

GERMAN STUDIES 110: INTRODUCTION TO LANGUAGE AND MIND This is the same course as English/Hispanic Studies/Linguistics 110. Refer to the Linguistics listing for a course description.

GERMAN STUDIES 205 CITY OF DECADENCE: FIN-DE-SIÈCLE VIENNA At the end of the 19th Century, no city in Europe exemplified what Neitzsche called "decadence" more vibrantly than Vienna. In this course we will explore the work of such notable Viennese figures as Freud, Schönberg, Wittgenstein, Schnitzler, and Kraus to understand how Western societies react to exhausted cultural traditions. The course is in English, and no prior knowledge of Austrian culture is required.

Open to freshmen, sophomores, and juniors; and to seniors with permission of the instructor. Enrollment limited to 40 students. *Staff*

GERMAN STUDIES 225 ALTERNATIVES TO ADULTHOOD: FROM THE GERMAN BILDUNGSROMAN TO BURNING MAN The Bildungsroman is a novelistic genre that chronicles intellectual adolescence—mind-spiritual pre-adulthood quests—in search of exponentially "new and improved" images of thriving humanity. Texts from Hermann Hesse, Johann Wolfgang Goethe, and Tom Wolfe, as well as theoretical selections from Nietzsche, Heidegger, and Ray Kurzweil. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. This is the same course as English 225.

Enrollment limited to 30 students. This course satisfies General Education Area 4. *C. Anderson*

GERMAN STUDIES 243 A DIFFICULT PAST: GERMAN HISTORY, 1850–2000 This is the same course as History 243. Refer to the History listing for a course description.

GERMAN STUDIES 251 MADNESS, POWER, AND PERVERSION An introduction to German culture through film. Readings and films pertain to the crisis of patriarchal power in Germany at the start of the 20th century. Readings will be in English and will include historical, literary, and theoretical discussions of German society in context. No prior knowledge of German or film is required.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *Staff*

GERMAN STUDIES 254 THE HOLOCAUST IN FILM AND LITERATURE This course focuses on the globalization of Holocaust memory. Students examine a variety of representations from different countries and in different genres. We also probe underlying theoretical issues such as the relationship between history and memory, fact and fiction, trauma and writing/film making. This is the same course as Film Studies 254.

Enrollment limited to 40 students. This course is not open to students who have received credit for German Studies 252. This course satisfies General Education Area 4. *K. Mueller*

GERMAN STUDIES 255 WEIMAR FILM AND ITS LEGACY The films of Weimar Germany helped raise moving pictures to the status of a major form of modern art. This course considers the visual, thematic, and political characteristics of Weimar cinema, tracing their consequences into the present day. This is the same course as Film Studies 255.

Enrollment limited to 30 students. This course satisfies General Education Area 4. *Staff*

GERMAN STUDIES 256 NAZIS, COMMUNISTS, TERRORISTS: GERMAN HISTORY IN FILM An introduction to classics in German cinema, exploring major works in their social, historical, and cultural context. Students view and analyze films from the Weimar Republic, Nazi Germany, the division of the two Germanys, and the present, with emphasis on the relationship between cinema and politics, popular and high culture. Course 256 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. This is the same course as Film Studies 256.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *K. Mueller*

GERMAN STUDIES 257 REVOLUTIONARY HOPES AND HORRORS OF GERMAN EXPRESSIONISM Expressionist film and art are driven by the themes of traumatic birth, revolt against tradition, and the hope for the "new human" and revision of Nietzsche's "superman." An investigation of the cultural and political context before World War I establishes an interdisciplinary model for exploring Expressionism. The course develops its analysis through short texts, art, and a concentration on film, including such films as *The Cabinet of Dr. Caligari*, *Metropolis*, and *Nosferatu.* Course includes the legacy of Expressionism during National Socialism and after. This is the same course as Film Studies 257.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *C. Anderson*

GERMAN STUDIES 272 BERLIN This interdisciplinary team-taught course will examine the history, culture, and architecture of the city of Berlin since the 18th century. Readings in history, literature, and urban studies will focus on the Berlin of old Prussia and Bismarck through the Weimar era and the Nazi dictatorship up to the divided city of the Cold War and the Berlin of Reunification. Course 272 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. This is the same course as History 272.

Enrollment limited to 35 students. Offered in alternate years. This course satisfies General Education Area 7 and is a designated Writing course. *G. Atherton, M. Forster*

GERMAN STUDIES 309 SEMINAR IN LITERARY TRANSLATION This is the same course as Slavic Studies 309. Refer to the Slavic Studies listing for a course description.

GERMAN STUDIES 402 THE GREENS IN EUROPE AND BEYOND This is the same course as Environmental Studies/Government 493T/494T. Refer to the Government section for a course description.

B. Language Courses

GERMAN STUDIES 101, 102 ELEMENTARY GERMAN This course provides students with a basic understanding of German in speaking, listening, reading, and writing through a variety of materials. Upon completion of 101 and 102, Elementary German, students normally enroll in German 201. Four hours of credit for each semester.

Prerequisite: Course 101 is a prerequisite for 102. Enrollment limited to 20 students. *Staff*

GERMAN STUDIES 201 LOWER INTERMEDIATE GERMAN For students with two or three years of high school German or other previous experience with the language. Reading and discussion of selected literary texts, grammar, composition. Students progress from Course 201 to 202. This course is not open to students who have received credit for German Studies 103, Lower Intermediate German. *Staff*

GERMAN STUDIES 202 INTERMEDIATE GERMAN This course strengthens vocabulary and grammatical expertise through conversation and writing assignments. Focus on contemporary German society through the use of newspapers, films, songs, and texts.

Prerequisite: Course 201 or permission of the instructor. Enrollment limited to 20 students. Normally offered second semester. This course satisfies General Education Area 4. *Staff*

C. German Cultural Studies in German

GERMAN STUDIES 226 THEATER WORKSHOP Development of aural/oral skills through the medium of play reading. Practice in pronunciation and phrase intonation. Individual analysis of phonetic difficulties. The course culminates in a small-scale production.

Two hours weekly; with additional individual sessions. Open to students with two or more semesters of college German. It may be taken concurrently with any intermediate or advanced German Studies course and may be repeated for credit. Two hours credit. Offered second semester. *Staff*

GERMAN STUDIES 322 FREUD AND NIETZSCHE: INTRODUCTION TO LITERARY ANALYSIS Selected works of literature and their social and historical background. Introduction to genres, major literary movements and techniques of literary analysis.

Prerequisite: Course 202 or permission of the instructor. This course satisfies General Education Area 4. *Staff*

GERMAN STUDIES 323 DIE SCHULE DES LEBENS: ADOLESCENTS IN CONTEMPORARY GERMANY An exploration of the situation of young people growing up in an urban environment within contemporary Germany. Examination and discussion of literary texts is supplemented by internet research and examples of popular culture.

Prerequisite: A 200-level German course or permission of the instructor. Enrollment limited to 16 students. *K. Mueller*

GERMAN STUDIES 324 THE GERMAN NOVELLE This course will explore the Novelle, a form of short fiction of major importance for German writers from Goethe to the present.

Prerequisite: Course 322 or permission of the instructor. *Staff*

GERMAN STUDIES 328 FRANZ KAFKA: BOTE DER MODERNITÄT An investigation of the literary work of Franz Kafka, one of the 20th Century's most incomparable and at the same time most representative figures. Readings include stories, letters, diaries, and his novel *Der Prozess* (*The Trial*).

Prerequisite: One 200-level German course, its equivalent, or permission of the instructor. Enrollment limited to 20 students. This course satisfies General Education Area 4. *Staff*

GERMAN STUDIES 340 WORLD WAR I AND THE COLLAPSE OF WESTERN CIVILIZATION This course explores from a German perspective the impact of The First World War. We will examine the cultural malaise that preceded the war, the enthusiasm that greeted its outbreak, and the eventual disillusion and despair that attended its increasingly catastrophic course as reflected in drama, poetry, music, and painting.

Prerequisite: Course 322 or permission of the instructor. *Staff*

GERMAN STUDIES 355 GERMAN DRAMA: STAGE PRODUCTION Students read a German drama and learn to analyze it within its cultural and historical context. All course participants prepare and participate in a stage production of this drama (or selected scenes), concluding with a public performance at Connecticut College.

Prerequisite: Course 202, or permission of the instructor. Enrollment limited to 20 students. *K. Mueller*

GERMAN STUDIES 425 FREEDOM AND REVOLUTION: THE GERMAN ENLIGHTENMENT INTO ROMANTICISM Nature, freedom, reason, feeling, these were the bywords of the enlightenment. This course examines these concepts in the German context in representative works from the enlightenment through to Romanticism in the work of such authors as Goethe, Schiller, and Kant.

Prerequisite: A 300-level course, its equivalent, or permission of the instructor. Offered in alternate years. *G. Atherton*

GERMAN STUDIES 426 19th CENTURY GERMAN LITERATURE The major literary movements and writers from Romanticism through Realism.

Prerequisite: A 300-level course, its equivalent, or permission of the instructor. Offered in alternate years. *Staff*

GERMAN STUDIES 427 MODERN GERMAN LYRIC FROM RILKE TO CELAN Through careful readings of lyric poetry by such figures as Rilke, Else Lasker-Schüler, Stefan George, Bertolt Brecht, to postwar poets such as Celan, Ingeborg Bachmann, Hans Magnus Enzensberger, and Durs Grünbein, as well as prose discussions by these poets and other critics, we will attempt to understand how lyric poetry and cultural history inform one another.

Prerequisite: A 300-level course, its equivalent, or permission of the instructor. Enrollment limited to 15 students. This course is not open to students who have received credit for German Studies 427A. *Staff*

GERMAN STUDIES 428 DER FALL KAFKA This course explores the works of one of the 20th Century's most incomparable and at the same time most representative figures: the Czech insurance agent Franz Kafka. We will read selections of his stories, his letters, and his diaries, as well as major critical statements interpreting his writing.

Prerequisite: A 300-level course, its equivalent, or permission of the instructor. Enrollment limited to 15 students. This course is not open to students who have received credit for German Studies 427B. *Staff*

GERMAN STUDIES 429 AT THE EDGE OF LANGUAGE This course considers examples of modern German at its most concentrated and intense, in the work of lyric poets

writing in the 20th Century. We will read poetic books by Rilke, Brecht, Celan, and other distinctive German voices addressing the peculiar burdens confronting the German language in pre-and post-war Europe.

Open to juniors and seniors. Enrollment limited to 15 students. This course is not open to students who have received credit for German Studies 493E, 494E. *Staff*

GERMAN STUDIES 430 RADICALS, TERRORISTS, PACIFISTS IN GERMANY AFTER 1945 In this seminar we investigate films, texts, music, and news reports at key moments of social and political change in East and West Germany youth, student, and feminist movements, left- and right-wing terrorist groups, environmentalists and peace-activists, and the peaceful protests that led to the fall of the Berlin Wall in 1989.

Open to juniors and seniors. Enrollment limited to 15 students. This course is not open to students who have received credit for German Studies 493F, 494F. *Staff*

GERMAN STUDIES 431 TERROR IN GERMAN CULTURE: RAF The West German terrorist group Rote Armee Fraktion (RAF) arose from the radical student movement of the late 1960s to provoke the gravest crisis in post-War German history in 1977. It voluntarily dissolved in 1998. We will study its role in West German culture using literature, film, the media and other documents.

Open to juniors and seniors. Enrollment limited to 15 students. This course is not open to students who have received credit for German Studies 493G, 494G. *G. Atherton*

GERMAN STUDIES 432 WEIMAR GERMANY: VIOLENCE AND CULTURE The opportunities and dangers facing any democratically organized modern society are exemplified in a compelling form by the experience of post-World War I Germany. This seminar will consider literary, theoretical, and historical documents in order to clarify this turbulent period in German history and relate it to our contemporary situation.

Prerequisite: A 300-level course in German. Enrollment limited to 16 students. *Staff*

GERMAN STUDIES 433 AFTER THE WALL: GERMAN LITERATURE AND FILM AFTER 1990 An exploration of literature and films produced in the aftermath of German unification. The course considers recurrent themes, including evaluations of the "Wende"; the memory of World War II, the Holocaust, and life under the Stasi; and constructions of a new German identity.

Open to juniors and seniors. Enrollment limited to 16 students. *K. Mueller*

GERMAN STUDIES 434 BEYOND THE WALL: HISTORY AND CULTURE OF THE GERMAN DEMOCRATIC REPUBLIC An exploration of the history and culture of the German Democratic Republic from its founding in 1949 to the fall of the Berlin Wall in 1989. Students encounter a selection of examples from literature, film, and music, and learn to analyze them in their historical, social, and political context.

Prerequisite: One 200-level or 300-level German course, its equivalent, or permission of the instructor. Enrollment limited to 16 students. *K. Mueller*

GERMAN STUDIES 435 TRANSNATIONAL CULTURES: TURKS IN GERMANY This course focuses on cultural productions that highlight the experiences of Turks in post-unification Germany. How do these works engage in the construction of new German or transnational identities, crossing national, cultural, or perhaps also gender boundaries? Course materials include literature, feature films, television broadcasts, stand-up comedy, news articles, and scholarly essays.

Prerequisite: One 200- or 300-level course, or permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *K. Mueller*

GERMAN STUDIES 468 ECO-CONSCIOUSNESS AND TRANSCENDENCE This senior seminar explores German green culture and its relationship with attempts in German philosophy to discover "higher realities." The course begins with a brief review of essential postures of the enlightenment, explores the tensions between earth-bound and spiritual salvation in Romanticism, and then reaches out toward Nietzsche, Heidegger, and the contemporary Green Movement.

Prerequisite: Two 300-level courses, or permission of the instructor. Enrollment limited to 16 students. This course satisfies General Education Area 4. *C. Anderson*

GERMAN STUDIES 491, 492 INDIVIDUAL STUDY

GERMAN STUDIES 497–498 HONORS STUDY

D. Foreign Language Across the Curriculum Courses

GERMAN STUDIES 225f ALTERNATIVES TO ADULTHOOD: FROM THE GERMAN BILDUNGSROMAN TO BURNING MAN This optional section will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 225f must concurrently enroll in English/German Studies 225.

GERMAN STUDIES 243f A DIFFICULT PAST: GERMAN HISTORY, 1850–2000 This is the same course as History 243f. Refer to the History listing for a course description.

GERMAN STUDIES 251f MADNESS, POWER, AND PERVERSION This optional section of German Studies 251 will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing course 251f must concurrently register for German Studies 251. *Staff*

GERMAN STUDIES 256f NAZIS, COMMUNISTS, TERRORISTS: GERMAN HISTORY IN FILM This optional section of Course 256 will meet for an additional hour each week to discuss supplemental texts in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 256f must concurrently register for Film Studies/German Studies 256. *K. Mueller*

GERMAN STUDIES 272f BERLIN This optional section of History/German 272 will meet for an additional hour each week to discuss supplemental texts in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 272f must concurrently register for History/German 272. This is the same course as History 272f. *G. Atherton, M. Forster*

E. German Studies-Related Courses

Art History 231	Modern Art of the Early 20th Century
Government 277	European Politics
Government 308	Ethnic Conflict in Europe
History 232	Medieval Europe
History 237	Early Modern Europe, 1500–1750
History 239	Reformation and Counter-Reformation
Philosophy 330B	Kant
Sociology 325	Foundations and Development of Sociological Theory

Government and International Relations

Professors: Borer, Coats, Dawson, Frasure, Hybel, James, Patton, Rose; Associate Professors: Tian; Assistant Professor: Sayej; Professor Borrelli, *chair*

The Major in Government

The major consists of ten or more semester courses, at least eight of which shall be at the 200 level or above. Three courses must be at the 300 level or above, including a 400-level government seminar taken in the junior or senior year at Connecticut College. Honors Study (497–498) or Individual Study (491, 492), supervised by a Connecticut College Government professor, may be taken in lieu of the 400-level seminar. **Students taking Honors Study must complete at least eleven courses in the major for graduation.** Under normal circumstances majors must take at least seven of the major courses at Connecticut College.

Majors must include at least one semester course in each of the following four fields:

1. Political Theory (110, 211, 214, 304, 318, 399, or a relevant seminar or special topic).
2. Comparative Politics (112, 220, 224, 225, 230, 238, 251, 263, 277, 308, 309, 321, 322, or a relevant seminar or special topic).
3. U.S. Politics (111, 212, 221, 226, 231, 250, 258, 260, 262, 284, 304, 316, 335, 336, or a relevant seminar or special topic).
4. International Politics (113, 205, 206, 215, 220, 225, 228, 229, 252, 263, 307, 308, 324, 325, 326, 348, 352, or a relevant seminar or special topic).

Advisers: T. Borer, M.A. Borrelli, W. J. Coats, J. Dawson, W. Frasure, A. Hybel, D. James, D. Patton, W. Rose, C. Sayej, J. Tian

The Minor in Government

A minor in government shall consist of a minimum of five courses concentrated in one of the following fields: U.S. Politics, International Politics, Comparative Politics, Political Theory, or Public Policy. The five or more courses may be distributed as follows:

1. May include the 100-level introductory course in the field. For the Public Policy Concentration, a 100-level course in any of the fields may be selected.
2. Must include at least one 300- or 400-level course in the field during the junior or senior year. Independent Studies (391, 392, 491, 492) may be used in lieu of the relevant advanced course or seminar.
3. Must include at least two 200- or 300-level courses in the field, normally taken prior to enrollment in the advanced course or seminar.
4. The fifth course must be beyond the 100 level and with the permission of the advisor may be taken in a related field.

The following concentrations are offered:

1. U.S. Politics, drawn from the following courses: 111, 212, 221, 226, 231, 250, 258, 260, 262, 284, 304, 316, 335, 336, or a relevant seminar or special topic.

   Advisers: M.A. Borrelli, W. Frasure, D. James.
2. International Politics, drawn from the following courses: 113, 205, 206, 215, 220, 225, 228, 229, 252, 263, 307, 308, 324, 325, 326, 348, 352, or a relevant seminar

or special topic. One course from comparative politics at the 200 level or above may be included.

Advisers: T. Borer, J. Dawson, A. Hybel, D. Patton, W. Rose, C. Sayej, J. Tian.

3. Comparative Politics, drawn from the following courses: 112, 220, 224, 225, 230, 238, 251, 263, 277, 308, 309, 322, or a relevant seminar or special topic. One course from international politics at the 200 level or above may be included.

   Advisers: T. Borer, J. Dawson, A. Hybel, D. Patton, C. Sayej, J. Tian.

4. Political Theory, drawn from the following courses: 110, 211, 214, 304, 318, 399, or a relevant seminar or special topic.

   Adviser: W. J. Coats.

5. Public Policy, drawn from the following courses: 110, 111, 112, 113, 215, 220, 231, 251, 252, 258, 260, 262, 307, 324, 326, 336, 352, or a relevant seminar or special topic.

   Advisers: T. Borer, M.A. Borrelli, J. Dawson, W. Frasure, D. James.

Relevant 301, 302 Special Topics courses may apply toward the minor concentration. Ordinarily, a student may apply only one course taken at another institution toward the minor concentration.

The Major in International Relations

International Relations is an interdisciplinary major administered by the Government Department. It consists of ten or more semester courses. At least eight must be at the 200 level or above. Two Government courses must be at the 300 level or above, including a 400-level Government seminar taken in the junior or senior year. Courses must be taken from the departments of Government, History, and Economics. Six of the courses must be in government and four from related social science fields. **Students who do Honors Study (two courses) must present eleven courses in the major**. At least seven courses (eight for honors) must be taken at Connecticut College. A government Honors Study (497–498) or an Individual Study (491, 492) may be taken in lieu of the seminar.

Students should develop a particular focus in the major, such as foreign policy analysis, international political economy, Third World development, environmental politics, security studies, human rights, politics or international politics of a region, ethnic conflict, or other approved topic. You should develop this focus in consultation with your adviser by early in the junior year.

In addition to the College language requirement, majors must take at least one course in a modern foreign language beyond the intermediate level. Students taking Arabic, Chinese, or Japanese must complete the intermediate level series. To become and remain fluent in the language, as well as to be competitive for certain graduate programs, students are encouraged to take language courses through the senior year.

Students are also encouraged to study abroad. To gain practical experience and to make professional contacts, students are encouraged to do an internship with a governmental or non-governmental organization concerned with international affairs.

In planning a schedule of courses, check the Catalog for prerequisites to courses. For example, almost all of the Economics courses listed below require both Economics 111 and 112. Courses listed here suggest the types of courses that fit the requirements. In consultation with your adviser, some substitutions are permitted. For instance, if taken in Germany, a course in German foreign policy taught by a politics department could meet the foreign policy requirement.

The required Government courses are Government 113 and five others, of which at least two shall be at the 300 level or above, selected as follows:

1. One in Foreign Policy selected from: Government 206, 215, 252, 352, or an appropriate advanced course.
2. One in International Politics selected from: Government 205, 206, 215, 220, 225, 228, 229, 263, 307, 308, 324, 325, 326, 348, or an appropriate advanced course.
3. One in Comparative Politics selected from: Government 112, 220, 224, 225, 230, 238, 251, 263, 277, 308, 309, 322 or an appropriate advanced course.
4. One other 200-, 300-, or 400-level Government course in the International Politics, Foreign Policy, or Comparative fields noted above. Government 316, National Security vs. Personal Freedom, can also satisfy this requirement.
5. A Government seminar taken at Connecticut College during the junior or senior year: 400-level Government International Politics, Foreign Policy, or Comparative Politics seminar. An alternative is Honors Study (497–498) or an Individual Study (491or 492) supervised by a Connecticut College Government professor.

Four additional, non-Government courses selected as follows:

For all departments, the following qualifier can be added: "or appropriate advanced course."

1. One in Economics selected from: 208, 210, 216, 220, 228, 234, 235, 237, 311, 316, 319, 330, or 332.
2. One in History selected from: 202, 216, 219, 220, 224, 226, 234, 243, 247, 250, 253, 254, 262, 264, 265, 272, 278, 305, 318, 319, 320, 346, 324, 325, 342, 344, or 371.
3. Two additional courses selected from the following: Any of the Economics or History courses noted above; Anthropology 224, 234, 245, 260, 280, 307, 313, 315, 360, or 363; Gender and Women's Studies 224; Philosophy 232; Religious Studies 248 or 304; or an appropriate Individual or Honors Study.

   Advisers: T. Borer, J. Dawson, A. Hybel, D. Patton, W. Rose, C. Sayej, J. Tian

Learning Goals in the Government Major

Connecticut College Graduates with a Major in Government will:

- Demonstrate a general understanding of government and politics that spans and is informed by scholarly insights from the subfields of U.S. politics, comparative politics, international relations, and political theory. Specifically, graduates will be able to speak and write cogently about:
  - U.S. Politics. The features of the U.S. Constitution, U.S. political culture and the governmental institutions, processes, and policies of the U.S. government;
  - Comparative Politics. Variations in the political cultures and governmental institutions, processes, and policies of states;
  - International Relations. Competing historical and contemporary theories and debates surrounding national sovereignty, international norms and values, and cooperation and conflict (surrounding, for example, military power, economic relations, and human rights) among states, international organizations, and nonstate actors around the world; *and*

    - Political Theory. Competing theories of the origins and nature of political authority, legitimacy, and justice, reaching back to the ancient Greeks; the constitution of political societies through choices among possible institutions and processes; the relationships between governments and markets; and the tensions between collective political action and individual liberties.
- Demonstrate a deep understanding in some portion of the four subfields (listed above) as a result of completing upper-level coursework.
- Demonstrate the ability to plan, research, and write an extended paper on a topic related to their chosen area of concentration.
- Engage in critical thinking when confronted with competing opinions and various viewpoints.
- Develop skills in oral communication and public speaking through active participation in classroom discussions and presentations.
- Learning Goals in the International Relations Major

Connecticut College Graduates with a Major in International Relations will:

- Demonstrate an understanding of competing theories and debates surrounding national sovereignty, international norms and values, and cooperation and conflict among states, international organizations, and non-state actors around the world that is informed by coursework in the departments of Government, History, and Economics; with specific ability to speak and write cogently about each of the following:
    - Major scholarly debates within the subfield of foreign policy;
    - Major scholarly debates within the subfield of international relations;
    - Major scholarly debates within the subfield of comparative politics;
    - Major scholarly debates regarding International economic cooperation, conflict, and development; *and*
    - The history and culture of a particular country or region other than the United States.
- Develop foreign language proficiency through the completion of a course in a modern foreign language beyond the intermediate level (students taking Chinese, Japanese, or Arabic must complete the intermediate-level series); *and*
- Demonstrate a deep understanding of one of the following subfields of international relations: foreign policy analysis, international political economy, the developing world, environmental politics, security studies, terrorism, human rights, the politics or international politics of a particular region, ethnic conflict, international relations theory, or some other topic approved by their adviser.
- Demonstrate the ability to plan, research, and write an extended paper on a topic related to their chosen area of concentration.
- Engage in critical thinking when confronted with competing opinions and various viewpoints.
- Develop skills in oral communication and public speaking through active participation in classroom discussions and presentations.

Courses

Basic Courses

GOVERNMENT 110 POLITICAL IDEAS An introduction to basic political concepts and institutions such as "politics," "justice," "constitution," and "revolution." Readings from Sophocles, Plato, Aristotle, Locke, Madison, Tocqueville, Marx, Lenin, Weber, and others, including some modern fiction

Not open to juniors and seniors. Enrollment limited to 40 students per section. Offered both semesters. This course satisfies General Education Area 3 and is a designated Writing course. *W. J. Coats, D. James*

GOVERNMENT 111 UNITED STATES GOVERNMENT AND POLITICS An analysis of the underlying values, processes, institutions, and issues in United States politics.

Not open to juniors and seniors except by permission of the department. Enrollment limited to 40 students per section. Offered both semesters. This course satisfies General Education Area 3. *M.A. Borrelli, W. Frasure, D. James*

GOVERNMENT 112 COMPARATIVE POLITICS Comparative political analysis with examination of politics in the Americas, Europe, Asia and Africa. Emphasis on political concepts to examine the conditions for democratic politics, economic development and ethnic conflict.

Not open to juniors and seniors except by permission of the department. Enrollment limited to 30 students per section. Offered both semesters. This course satisfies General Education Area 3. *D. Patton, J. Tian*

GOVERNMENT 113 INTERNATIONAL POLITICS An introductory historical and theoretical analysis of modern international relations. The course will focus primarily on understanding the patterns of international relations, especially war and peace, and economic issues.

Not open to juniors or seniors except by permission of the department. Enrollment limited to 30 students per section. Offered both semesters. This course satisfies General Education Area 3 and is a designated Writing course. *A. Hybel, W. Rose, T. Borer*

Intermediate Courses

GOVERNMENT 205 INSURGENCY AND COUNTERINSURGENCY An examination of insurgency (a variant of guerilla warfare) and counterinsurgency (the governmental response). Drawing from political science and history, the course considers the nature, causes, and consequences of a variety of insurgencies. It also assesses the uses and limits of various approaches to counterinsurgency.

Prerequisite: Course 112 or 113. Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This course is not open to students who have received credit for Government 207 or History 207. *W. Rose*

GOVERNMENT 206 U.S. FOREIGN POLICY TOWARD LATIN AMERICA Analysis of foreign policies initiated by the United States toward Latin America from the Monroe Doctrine to the Clinton Administration.

Open to students who have taken Course 113 or 252. Enrollment limited to 30 students. *A. Hybel*

GOVERNMENT 211 ANCIENT AND MEDIEVAL POLITICAL THOUGHT Western political theory from Plato to medieval Latin Christendom. Readings from Plato, Aristotle, Cicero, Augustine, Aquinas, and others. This is the same course as Philosophy 241.

Open to juniors and seniors, and to sophomores who have taken Course 110 or a course in philosophy. Enrollment limited to 30 students. This course satisfies General Education Area 6 and is a designated Writing course. *W. J. Coats*

GOVERNMENT 212 CONGRESS The responsibilities and the difficulties that attend representation as it is practiced by members of the United States legislative branch.

Open to juniors and seniors, and to sophomores who have taken Course 111. Enrollment limited to 30 students. This is a designated Writing course. *M.A. Borrelli*

GOVERNMENT 214 MODERN POLITICAL THOUGHT Western political theory from Machiavelli to the late nineteenth century. Readings from Machiavelli, Hobbes, Locke, Rousseau, Marx, and Nietzche. This is the same course as Philosophy 244.

Open to juniors and seniors, and to sophomores who have taken Course 110 or a course in philosophy. Enrollment limited to 30 students. This course satisfies General Education Area 6 and is a designated Writing course. *W. J. Coats*

GOVERNMENT 215 THE UNITED STATES AND VIETNAM An examination of various transitional episodes in America's intercourse with Vietnam since 1945, with an emphasis on elements of U.S. politics and policymaking.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *W. Frasure*

GOVERNMENT 220 THE POLITICS OF EUROPEAN INTEGRATION This course examines the history, institutions, and politics of the European Union. It considers alternative explanations of European integration, focusing on theories of constructivism, neofunctionalism, and liberal institutionalism.

Prerequisite: Course 112 or permission of the instructor. Open to sophomores, juniors, and seniors. Priority given to government and international relations majors. Formerly Course 493L, 494L; cannot receive credit for both courses. Enrollment limited to 30 students. *D. Patton*

GOVERNMENT 221 POLITICAL PARTIES, CAMPAIGNS AND ELECTIONS Analysis of changes in the U.S. political context since the 1970s that affect contemporary parties, campaigns, and elections, plus their consequences for the ability to govern.

Open to sophomores, juniors, and seniors who have taken Course 111. Enrollment limited to 30 students. This is a designated Writing course. *D. James*

GOVERNMENT 224 POLITICAL ECONOMY OF ASIA AND LATIN AMERICA IN COMPARATIVE PERSPECTIVE An examination, using the political economy approach, of the distinctive development paths of selected countries. An assessment of the interaction between economics and politics across different regions. Major themes include the rise of emerging market economies, new patterns of trade and international relations, geo-strategic implications, demographic transition, migration and remittances, employment, social protection, inequality, and exclusion. This is the same course as Economics 224.

Prerequisite: Course 112 or 113; and Economics 111 or 112. Enrollment limited to 30 students. *J. Tian and M. Cruz-Saco*

GOVERNMENT 225 STATES AND MARKETS IN EAST ASIA Intermediate course on East Asian political economy. An introduction to the basic political and economic institutions of major East Asian countries and an examination of the dynamics of the interactions between the two. Students will develop a general set of tools that can be used to analyze contemporary issues in East Asia. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Chinese. Students

participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: Course 112 or 113; or Economics 111 or 112; or an introductory course in East Asian history, languages, and cultures. Enrollment limited to 30 students. *J. Tian*

GOVERNMENT 225f STATES AND MARKETS IN EAST ASIA (In Chinese) This optional section will meet for an additional hour each week to discuss supplemental texts in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 225f must concurrently register for Government 225. *J. Tian*

GOVERNMENT 226 POLITICAL ECONOMY OF AMERICAN BUSINESS An examination of business in the politics and economy of the United States. Topics include the nature of business structures, government regulation of business, the impact of business on U.S. politics and public policy, economic development, and globalization. Emphasis on particular industries, such as transportation, energy, agriculture. This course meets concurrently with Economics 226, with a maximum enrollment of 20 students per course; students may not receive credit for both courses.

Open to sophomores, juniors, and seniors, with preference given to sophomores. Enrollment limited to 20 students. This course satisfies General Education Area 3. *W. Frasure and D. Peppard*

GOVERNMENT 228 TERRORISM An investigation of four aspects of terrorism: its characteristics, consequences, and causes, as well as methods to control its occurrence and effects. International and domestic terrorism will be examined, along with both state-sponsored and non-state-sponsored terrorism.

Prerequisite: Course 112 or 113. Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *W. Rose*

GOVERNMENT 229 UNITED NATIONS PEACEKEEPING Critical analysis of traditional missions to keep or restore peace between countries, and new humanitarian and "peace-building" operations within countries.

Prerequisite: Course 112 or 113. Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This is a designated Writing course. *W. Rose*

GOVERNMENT 230 HUMAN RIGHTS AND SOUTH AFRICAN POLITICS An analysis of the political economy of the apartheid system, as well as the consequences of this system for post-apartheid politics. Emphasis is placed on human rights issues including the Truth Commission, race relations, and the AIDS epidemic.

Enrollment limited to 30 students. *T. Borer*

GOVERNMENT 231 POLITICS OF THE CRIMINAL JUSTICE PROCESS This course considers the role of politics in the administration of criminal justice in the United States by focusing upon the steps and actors in that process. Two assumptions underlie this consideration: 1) the judicial process is best understood when considered as a subsystem of the larger political system, and 2) political considerations, defined broadly, largely explain how individuals fare within that system.

Open to juniors and seniors, and to sophomores who have taken Course 111. Enrollment limited to 30 students. *R. Harrall*

GOVERNMENT 238 MIDDLE EAST POLITICS Comparative analysis of political systems and structures of governance in the Middle East.

Open to sophomores, juniors, and seniors who have taken Course 112; and to others with permission of the instructor. Enrollment limited to 30 students. *C. Sayej*

GOVERNMENT 240 REVOLUTIONS AND REGIME TRANSITIONS An examination of the interaction between two important political processes: revolutions and regime transitions. Primary class objectives include familiarizing students with: revolutions and regime transitions around the world and theories of political protest and regime transitions. Consideration of democratic, theocratic, and communist regimes.

Prerequisite: Open to juniors and seniors, and to sophomores who have taken Course 112. Enrollment limited to 30 students. This course satisfies General Education Area 3. *D. Melo*

GOVERNMENT 250 WOMEN AND U.S. POLITICS How political institutions have constructed gender and determined women's lives. Particular emphasis is given to the diversity of political experiences that are claimed by women and also to their differing political expectations and hopes.

Prerequisite: Open to juniors and seniors, and to others who have taken Course 111. Enrollment limited to 30 students. This course is not open to students who have received credit for Government/Gender and Women's Studies 313. This is a designated Writing course. *M.A. Borrelli*

GOVERNMENT 251 ENVIRONMENTAL ACTIVISM AND ITS POLITICAL IMPACT AROUND THE GLOBE The emergence and development of environmental activism in industrialized societies and its impact on the policy-process. Brief review of the major environmental philosophies that have shaped environmental movements and politics around the globe; focus on comparing the characteristics and impact of popular environmental movements in advanced industrialized democracies and communist/post-communist societies. Comparison of experiences of the United States, Western Europe, and Japan with those of the former Soviet Union, East-Central Europe, and China. This is the same course as Environmental Studies/Slavic Studies 251.

Open to juniors and seniors, and to others who have taken Environmental Studies 110 or 111 or Course 112 or 113. Enrollment limited to 30 students. *J. Dawson*

GOVERNMENT 252 U.S. FOREIGN POLICY The international and domestic sources of foreign policy, U.S. diplomatic history, and America's role in the twenty-first century.

Prerequisite: Course 113. Enrollment limited to 30 students. This is a designated Writing course. *W. Rose*

GOVERNMENT 258 U.S. ENVIRONMENTAL POLICY AND POLITICS An examination of decision- and policy-making relating to environmental issues in the United States, from the 1930s to the present. Issues to be addressed include natural and cultural resource management, the recreation industry, conservation and preservation debates, federalism, and the immediate future of the environmental movement. This is the same course as Environmental Studies 258.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. *M.A. Borrelli*

GOVERNMENT 260 PROBLEMS OF ENVIRONMENTAL POLICY AND LAW An examination of political and legal problems associated with attempts to devise and implement public policy with respect to environmental quality. Topics include the political behavior of public and private interest groups, businesses and government agencies which are saliently concerned with environmental problems. This is the same course as Environmental Studies 260.

Open to sophomores, juniors, and seniors who have taken a course in government or economics. Enrollment limited to 30 students. *W. Frasure*

GOVERNMENT 262 LAW AND PUBLIC POLICY An examination of current policy alternatives in the context of common law concepts and the American legal process.

Open to juniors and seniors, and to sophomores who have taken Course 110, 111, 112, or 113. Enrollment limited to 30 students. *W. Frasure*

GOVERNMENT 263 THE INTERNATIONAL POLITICS OF CLIMATE CHANGE Starting with the science and projected impacts, we will consider climate change: the impact on the global south and adaptation measures; the projected flood of climate refugees and their legal status; food and agriculture implications; comparative policy responses; international treaty efforts and existing international law; potential for intensification of violent conflict; and the role of activism in promoting governmental action. While the course is interdisciplinary, there is **a** dominant focus on comparative policy responses and international politics. This is the same course as Environmental Studies 263.

Prerequisite: One course in Government or Environmental Studies; or with permission of the instructor. This is a designated Writing course. Enrollment limited to 30 students. *J. Dawson*

GOVERNMENT 277 EUROPEAN POLITICS Comparative analysis of political systems and structures of governance in Europe.

Open to juniors and seniors, and to sophomores who have taken Course 112. Enrollment limited to 30 students. *D. Patton*

GOVERNMENT 284 POLITICS OF BUREAUCRACY The impact of bureaucratic structures upon the policy of the United States. How the ideas that agencies are intended to implement are translated into political structures; constraints imposed on these structures by elected politicians; and kinds of discretion available to the bureaucrat.

Open to juniors and seniors, and to sophomores who have taken Course 111. Enrollment limited to 30 students. This is a designated Writing course. *M.A. Borrelli*

Advanced Courses

GOVERNMENT 301, 302 SPECIAL TOPICS The study of a current, particularly relevant or special topic in politics and government. Each topic will be offered one semester only.

GOVERNMENT 301K, 302K U.S. LEGAL VALUES IN CONFLICT Judicial decisions are based, in part, on legal theories that often conflict. Through reading and discussing relevant theories and judicial decisions, this course enables students to understand those conflicting legal values, to develop their individual judgments about them, and to decide where to set the balance when they conflict.

Open to juniors and seniors who have taken any course in U.S. government/politics or in political theory. This is a designated Writing course. Enrollment limited to 30 students. *D. James*

GOVERNMENT 304 AMERICAN POLITICAL THOUGHT Analysis of the basis and consequences of American emphasis on individualism, the shift since the 1970s to hyper-individualism, and contemporary critiques of American political thought.

Open to juniors and seniors who have taken any course in U.S. government/politics or in political theory, and to sophomores with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *D. James*

GOVERNMENT 307 THE POLITICS OF REFUGEES Issues surrounding the politics of refugees, including such topics as refugees in international law, refugees versus internally displaced peoples (IFPs), refugees and violence, humanitarian intervention, and gender based refugee issues.

Prerequisite: Course 113 or permission of the instructor. Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This is a designated Writing course. *T. Borer*

GOVERNMENT 308 ETHNIC CONFLICT IN EUROPE A review of theoretical perspectives on the causes of ethnic conflict and the application of these perspectives to important cases of ethnic conflict in contemporary Europe.

Open to juniors and seniors, and to sophomores who have taken Course 112 and any 200-level government course. Enrollment limited to 30 students. *D. Patton*

GOVERNMENT 309 CHINESE POLITICS Perspectives on contemporary Chinese governmental structure, ongoing economic reform, and the dynamics and consequences of state-society relations. Discussion topics include reform and development strategy, democratization, urbanization, the increasing urban-rural divide, the growing gap between regions, and environmental issues. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: Course 112 or 113, or permission of the instructor. Enrollment limited to 30 students. *J. Tian*

GOVERNMENT 309f CHINESE POLITICS (In Chinese) This optional section will meet for an additional hour each week to discuss supplemental texts in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 309f must concurrently register for Government 309.

GOVERNMENT 316 NATIONAL SECURITY VS PERSONAL FREEDOM To understand the complexity of balancing national security and personal freedom the course analyzes: conflicting values in American political thought; patterns of political choices in times of national crisis; terrorism as a new type of assault on national security and civil liberties; what happened on 9/11; why; and the U.S. response.

Open to juniors and seniors who have taken one course in U.S. government/politics or international relations. Enrollment limited to 30 students. This is a designated Writing course. *D. James*

GOVERNMENT 318 LIBERAL DEMOCRATIC THOUGHT A study of the theory and practice of liberal democracy from de Tocqueville and J.S. Mill to the present, including views of its critics to the left and right.

Open to juniors and seniors, and to sophomores who have taken Course 110 and any 200-level government course. Enrollment limited to 30 students. *W. J. Coats*

GOVERNMENT 322 DEMOCRACY IN LATIN AMERICA Latin America is a diverse and complex region that defies stereotypes and generalizations. The goal of this course is to reach beyond the current headlines in order to capture the struggles engaged in by Latin American countries that have sought to develop democracies. Course 322 may include an optional section, Government 322f, that will regularly meet with the professor outside of class to discuss supplemental texts in Spanish. Students participating in the section will receive one additional credit hour, pass/not passed marking.

Open to juniors and seniors, and to sophomores who have taken Course 112 and any 200-level government course. Enrollment limited to 30 students. This is a designated Writing course. *A. Hybel*

GOVERNMENT 322f DEMOCRACY IN LATIN AMERICA (In Spanish) This optional section of will regularly meet with the professor outside of class to discuss supplemental texts in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 322f must concurrently register for Government 322. *A. Hybel*

GOVERNMENT 324 HUMAN RIGHTS IN WORLD POLITICS An examination of issues surrounding the politics of human rights, and addressing such questions as the conflict between sovereignty and human rights; whether human rights are universal; human rights and foreign policy; and approaches to protecting and promoting human rights in the international arena.

Prerequisite: Course 113 or permission of the instructor. Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This is a designated Writing course. *T. Borer*

GOVERNMENT 325 INTERNATIONAL POLITICS OF THE MIDDLE EAST A study of Middle East politics within the context of theories on international relations. Topics include regional wars, Arab-Israeli conflict, the politics of oil, and political Islam. Special attention given to the interaction between the Middle East and the United States.

Prerequisite: Course 113. Enrollment limited to 30 students. *C. Sayej*

GOVERNMENT 326 INTERNATIONAL ENVIRONMENTAL COOPERATION Consideration of various factors and explanations for the successes and failures in attempting to solve international and transboundary environmental problems. In evaluating past lessons and future prospects for improved environmental protection at the global level, attention is given to the actions of states, transnational non-governmental organizations, and other actors. This is the same course as Environmental Studies 326.

Open to sophomores, juniors, and seniors who have taken Course 112 or 113 and any 200- or 300-level course in government or Environmental Studies. Enrollment limited to 30 students. This is a designated Writing course. *J. Dawson*

GOVERNMENT 332 PHILOSOPHY, POLITICS, AND THE HUMAN CONDITION This is the same course as Philosophy 440L. Refer to the Philosophy listing for a course description.

GOVERNMENT 335 CONSTITUTIONAL LAW: POWERS AND INSTITUTIONS OF GOVERNMENT Emphasis on Federalism and Separation of Powers: legislative, executive and judicial.

Open to juniors and seniors, and to sophomores who have taken Course 111 and any 200-level government course. Enrollment limited to 30 students. *W. Frasure*

GOVERNMENT 336 CONSTITUTIONAL LAW: CIVIL LIBERTIES Analysis of continuity and change in U.S. Supreme Court interpretations of the Bill of Rights and Fourteenth Amendment. Students brief court cases as part of their analysis of the development of the law and the U.S. Supreme Court's function as both a judicial and political institution.

Open to juniors and seniors, and to sophomores with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *D. James*

GOVERNMENT 348 INTERNATIONAL POLITICAL ECONOMY An analysis of how political actors create and alter the rules, norms and institutions that govern the con-

duct of international trade and finance, and how these rules, norms and organizations influence the global distribution of wealth and the course of economic development. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to juniors and seniors, and to sophomores who have taken Course 112 or 113. Enrollment limited to 30 students. *J. Tian*

GOVERNMENT 348f INTERNATIONAL POLITICAL ECONOMY (In Chinese) This optional section will meet for an additional hour each week to discuss supplemental texts in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 348f must concurrently register for Government 348.

GOVERNMENT 352 ALTERNATIVE PERSPECTIVES ON U.S. FOREIGN POLICY The principal objective in this course is to develop an understanding, by means of four different theoretical models, of the various ways the United States sought to become the world system's most powerful entity and to shape its general structure. Following a three-week discussion of the four models, we will apply them to a wide range of cases beginning with the United States' territorial expansion during the first half of the 19th century and ending with an analysis of the Bush Administration's response to the September 11, 2001 events.

Prerequisite: Course 113. Enrollment limited to 30 students. This is a designated Writing course. *A. Hybel*

GOVERNMENT 396 INTERNSHIP IN GOVERNMENT AND POLITICS A research course for students who are completing or have completed an approved internship in government and politics and who seek academic credit derived from the experience. This course does not fulfill the advanced course requirements for the Government or International Relations majors.

Offered fall and spring semesters. Limited to junior and senior government and international relations majors. Students must have a minimum of a B average in government courses.

GOVERNMENT 400f EMERGING MARKET ECONOMIES: BRICS (In Chinese) This optional section will meet for an additional hour each week to discuss supplemental texts in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 400f must concurrently register for Government 493E, 494E/Slavic Studies 448.

GOVERNMENT 493, 494 ADVANCED STUDY SEMINARS

Open to juniors and seniors. Enrollment in each seminar limited to 16 students.

A. CULTURE, POLITICS, AND THE ENVIRONMENT An examination of the impact of culture on environmental policy-making. An exploration of the ways in which present-day decisions about environmental policy have been reflective of cultural presumptions (whose culture?) about the environment, human settlement and economic development, and social values and power. Classes focus on such diverse issues as water resources, cultural resources, nuclear waste storage, and urban development and suburban sprawl. This is the same course as American Studies 493A, 494A/Environmental Studies 493G, 494G.

Previous study in United States government and/or history is required. This is a designated Writing course. *M.A. Borrelli*

B. COUNTERING TERRORISM AND INSURGENCIES An examination of the causes and cures for terrorism and insurgencies. Through their own research, students will engage in the creation of new knowledge about these topics.

Prerequisite: Course 113. This is a designated Writing course. *W. Rose*

D. POLITICAL INQUIRY: SCOPE AND METHODS A survey of research methods in political science, emphasizing both qualitative and quantitative methods. Statistical software is used for the quantitative component of the course.

Open to junior and senior majors in government or international relations. *Prerequisite:* Course 111, 112, or 113; and any 200- or 300-level course in government. This is a designated Writing course. *C. Sayej*

E. EMERGING MARKET ECONOMIES: BRICs An examination of the rapid development of four of the most important emerging market economies in the world today: Brazil, Russia, India, and China. The framework of comparative political economy is used to analyze the sources of economic growth of these countries, challenges facing them, and long-term implications. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. This is the same course as Slavic Studies 448.

Prerequisite: An introductory course in government, economics, East/South Asian, Slavic, or Latin American studies. *J. Tian*

F. THEORIES OF INTERNATIONAL RELATIONS An examination of the principal theories of international relations relied on by scholars to explain critical international issues.

Prerequisite: Course 113. *A. Hybel*

G. ENVIRONMENTAL ISSUES IN INTERNATIONAL POLITICS Examination of various environmental issues in the context of principal avenues of international politics: treaties and negotiations, international organizations, law, trade, diplomacy, force, and supra-national acculturation. For the SATA Vietnam program, the seminar will emphasize issues germane to Vietnam. W. Frasure

I. UNITED STATES SUPREME COURT: LEGAL OR POLITICAL INSTITUTION The U.S. Supreme Court is intensely and simultaneously both a legal and a political institution, yet its decision-making processes are the least transparent of all U.S. government institutions. This course develops insights into the implications of the conflict between legal and political roles for the Court as an institution, the broader legal system, and the individual justices. Through scholarly analysis, judicial biographies, and judicial writing that spans two centuries from the Marshall to the Roberts Court, students develop their own legal and judicial philosophies.

Open to senior and junior Government majors who have taken 111 or equivalent and one of the following courses: 231, 335, 336 or 301K. This is a designated Writing course. *D. James*

J. ROUSSEAU Rousseau's thought is critical of the "bourgeois" whom he sees as torn between private interests and political duties. Rousseau proposes an alternative to approximate in political life the unity of nature which existed before it. His proposal involves the education of a "new man" who will overcome the psychological divisions of the "bourgeois," and an account of political principles to receive him, as well as an account of the 'new woman' who will receive him. This course will involve a

detailed reading and examination of this new education in order to determine to what degree the whole project is coherent. We will start with the *Discourses*; then turn to *Emile*; and finish with the *Social Contract* and the *Reveries*. *W. J. Coats*

K. THE TRANSFORMATION OF THE WORLD SYSTEM The nature and structure of the world system have undergone several major transformations during the past two millenniums. Scholars have designed a number of theories to explicate the nature and structure of the world system, and the multiple changes it has experienced. This course has three goals in mind: 1) Develop an understanding of the world system's theories postulated by scholars; 2) Explain the changes the world system has experienced; 3) Ascertain which of the alternative theories best explicates changes in the world system.

This is a designated Writing course. *A. Hybel*

L. GRAND STRATEGY, ANCIENT AND MODERN A theoretical and practical study of the comprehensive ways—diplomatic, military, economic, cultural—in which civilizations and states advance their values and interests in the world *vis-à-vis* other civilizations and states. Readings range from classic texts such as those of Sun Tzu and Thucydides to modern case studies and secondary literature. A major course emphasis is to encourage a holistic approach to the subject matter and to engage broad questions of why and how civilizations and states wax and wane. This is the same course as Classics 380.

This is a designated Writing course. *W. J. Coats and E. Adler*

N. FACTION AND COALITION IN AMERICAN POLITICS An examination of the kinds of interests that influence people's political choices and an attempt to understand why those interests align in particular ways for the pursuit of practical political advantage. How is it, for example, that the familiar postures of "pro-choice" and "pro-life" have become firmly identifiable with, respectively, the Democratic and Republican parties. *W. Frasure*

P. STATESMANSHIP This is a designated Writing course.

Q. WOMEN AND WORLD POLITICS This course examines the reasons for and the impact of global power inequality on women, and covers several silent political issues including women and war, women and violence, women and human rights, and women in the international political economy.

This is a designated Writing course. *T. Borer*

R. INTERNATIONAL ISSUES IN U.S. POLITICS This seminar examines the importance within U.S. partisan politics of a range of issues that engage the international community, including trade, environment, immigration, and human rights. *W. Frasure*

T. THE GREENS IN EUROPE AND BEYOND An examination of Green parties in advanced industrial societies, with an emphasis on the Greens of Western Europe. The course also considers the Greens at the level of the European Union (EU), while covering EU environmental regulations and guidelines. This is the same course as Environmental Studies 493T, 494T/German Studies 402. *D. Patton*

U. ENVIRONMENTAL JUSTICE IN GLOBAL PERSPECTIVE

V. NATIONAL DIVERSITY AND GLOBAL CAPITALISM

W. REBELS, ROGUES, AND REVOLUTIONARIES: SOCIAL MOVEMENTS AND THE POLITICS OF PROTEST A study of social movements engaging relevant theoretical debates while learning about specific movements in the U.S. and the rest of the world. The course focuses on questions, such as: How and why do social movements emerge? Where do tactics and strategies come from? How do movements affect political change? *D. Melo*

X. GERMANY: PROBLEM OR MODEL An examination of the rise of German economic and political power since 1871 and its implications for Germany, Europe, and the world. This course focuses on German politics after the Berlin Wall with special attention to German political economy, the integration of immigrants, relations between eastern and western Germany, and German foreign policy. *D. Patton*

Y, THE AMERICAN PRESIDENCY Analysis of the contemporary presidency in a rapidly changing political system. The course considers the President's role as defined by the U.S. Constitution and interpreted by the U.S. Supreme Court; the challenge of transition from campaigning to governing; the pressures to "go public" rather than negotiate with Congress; of being Chief Administrator of the massive Executive branch; of being expected to maintain economic stability and growth without most of the necessary tools to do that; and of being Commander-in-Chief and Chief of State of a nation that is the current world hegemon in a rapidly changing international environment. While previous presidents are considered where relevant, the course focuses on analysis of recent presidencies.

Open to senior and junior Government majors who have taken 111 or equivalent and any 200 or 300 level course in U.S. government/politics. This is a designated Writing course. *D. James*

Z. THE IRAQ WAR: CAUSES AND CONSEQUENCES An examination of the U.S. invasion of Iraq and its aftermath. The Iraq war raises important questions about the shape of international relations. It has called into question the entire structure of post-war relations among sovereign states, raised issues about domestic U.S. politics, and contributed to a rethinking of America as a superpower.

Prerequisite: Course 112 or 113 and any 200- or 300-level course in the major. This course is not open to students who have received credit for Government 320. *C. Sayej*

GOVERNMENT 291, 292 INDIVIDUAL STUDY Individual Study may take the form of research and writing or directed reading. A student who wishes to do Individual Study must present a formal proposal for approval the semester before the Individual Study is to be done. See department chair for details.

GOVERNMENT 391, 392 INDIVIDUAL STUDY

GOVERNMENT 491, 492 INDIVIDUAL STUDY

GOVERNMENT 497–498 HONORS STUDY Honors students must complete at least ten courses in the Government major, or eleven courses in the IR major. Proposals for Honors Study must be submitted in the spring of the junior years. See *W. Rose* for details.

Hispanic Studies

Professors: Graziano, Kushigian; Associate Professor: Heredia; Assistant Professor: Rudolph; Associate Professor González, *chair*

Overview of the Majors

The department offers two majors: a disciplinary major in Hispanic Studies, which integrates language, literary, and cultural studies on Spain and Spanish America, and an interdisciplinary major in Latin American Studies, which combines language proficiency with a flexible interdepartmental curriculum. Students may opt to combine Hispanic Studies and Latin American Studies as double majors.

With departmental permission granted in advance, one course taken at other institutions per semester, including study abroad programs, may be counted toward the major requirements. A second course per semester may be counted, provided that it corresponds to Course 207, 250, or 251 at Connecticut College. When the study away is done within a SATA program, a total of three courses may be counted toward the major or minor requirements. Internship and service-learning opportunities, in New London and abroad, provide additional options for enhancing the major.

All courses at the 200 level and above are taught in Spanish unless otherwise indicated.

The Major in Hispanic Studies

The major consists of a minimum of nine courses taken in the Department of Hispanic Studies. These must include Courses 207 and 208 (the core sequence in grammar, writing, and theory) and Courses 250 and 251 (the core sequence in Hispanic cultures). Courses 250 and 251 may be taken out of sequence. Following the fulfillment of these requirements, students may take any upper-division course in Hispanic Studies. A minimum of five courses (distributed at student discretion among Iberian and Latin American offerings) is required for the major. At least four of them must be in literary or cultural studies. These must be at or above the 300 level, and at least one must be at the 400 level. Students are strongly encouraged to study abroad.

Advisers: L. González, F. Graziano, A. Heredia, J. Kushigian

The Major in Latin American Studies

This interdisciplinary major is offered and administered by the Department of Hispanic Studies and advised by the Council on Latin American Studies. The major integrates the academic resources of all Connecticut College departments and programs that offer coursework on the region, and it endeavors to complement and enhance the understanding of Latin America gained through disciplinary instruction. The core curriculum of the Latin American Studies major provides a solid foundation of knowledge on the region, a rigorous interdisciplinary methodology, and language proficiency in Spanish. Flexibility in the major offers each student the opportunity to pursue a more specialized topic, region, or discipline of interest. Students are encouraged to double major or minor in a discipline that supports the focus of their interdisciplinary major. Students are strongly encouraged to study abroad.

The Latin American Studies major consists of a minimum of nine courses taken in the Department of Hispanic Studies and in other Connecticut College departments and programs that offer courses on Latin America. The requirements include: 1) Hispanic Studies 207; 2) a choice of one of the following: Hispanic Studies 251, History 114 or 219; 3) one

Social Science survey course on Latin America taken in any department; 4) four courses on Latin America, at or above the 200 level, taken in any department; and 5) two courses on Latin America in the Department of Hispanic Studies. These must be at or above the 300 level, and at least one must be at the 400 level.

Advisers in Hispanic Studies: F. Graziano, A. Heredia, J. Kushigian

Advisers in Related Fields: L. Garofalo (History), R. Gay (Sociology), A. Hybel (Government), M. Lizarralde (Anthropology/Botany)

The Minor in Hispanic Studies

The minor consists of a minimum of six courses in the Department of Hispanic Studies at or above the 200 level. These must include Courses 250 and 251. Courses 250 and 251 may be taken out of sequence.

With departmental permission granted in advance, one course per semester taken at another institution, including a study abroad program, may be counted toward the minor requirements.

The Minor in Latin American Studies

The minor consists of a minimum of six courses in the Department of Hispanic Studies at or above the 200 level. These must include Hispanic Studies 251 or History 114, 216, or 219.

With departmental permission granted in advance, one course per semester taken at another institution, including a study abroad program, may be counted toward the minor requirements.

Learning Goals in the Hispanic Studies Major

Hispanic Studies offers flexible majors adaptable to varied student interests and needs. The traditional focus on language and literature is a departmental strength, and it is complemented by offerings in cultural studies, interdisciplinary Latin American studies, and Latino studies.

Language

Students demonstrate sufficient written and oral proficiency in Spanish to express analytical thought, to understand non-dialectical speech, and to read literary and scholarly works. They also show an emerging ability to function linguistically in an environment of native speakers.

Content

Students demonstrate a breadth of knowledge, with depth in some areas, of the literatures and cultures of the Spanish-speaking world (Spain, Latin America, and Hispanics in the United States). This cultural competence is supported by basic knowledge of historical, political, social, geographic, and economic situations and conditions in the Spanish-speaking world.

Skills

Critical Thinking. Students demonstrate the ability to analyze texts, make connections, compare perspectives, think independently, identify writers' (and readers') biases, identify and understand the uses of rhetorical devices, evaluate evidence and identify fallacies, argue in favor or against a particular viewpoint, and coherently synthesize information from diverse sources.

Research. Students demonstrate an ability to gather, organize, and present information from diverse sources; and an advanced competence in the use of libraries and electronic resources.

Life Skills. Students demonstrate biliterate and bicultural skills conducive to living and working among diverse populations in the United States and abroad.

Courses

Hispanic Language, Literature and Culture

HISPANIC STUDIES 101, 102 ELEMENTARY SPANISH Development of language skills through the communicative approach. Emphasis on vocabulary building, oral proficiency, listening comprehension, reading and writing skills. Audio, video and computer-based programs enhance learning process.

Enrollment limited to 20 students. Offered annually. *Staff*

HISPANIC STUDIES 103 INTERMEDIATE SPANISH—INTRODUCTION TO HISPANIC ART Computer-based course designed as an overview of major works of art and architecture from Spain and Latin America through a fast-paced grammar and vocabulary review. The course emphasizes common problems of Spanish grammar for English speakers. Practice in reading and writing, with emphasis on communicative skills.

Prerequisite: Course 102 or a qualifying score on the Department's placement exam. Enrollment limited to 20 students. Offered annually. *J. Kushigian, Staff*

HISPANIC STUDIES 121 ADVANCED INTERMEDIATE SPANISH LANGUAGE REVIEW A proficiency- oriented review of selected topics of Spanish grammar with primary emphasis on achieving functional ability in speaking, reading and writing in Spanish. Extensive laboratory work will supplement grammar review with audio and video tapes as well as computer-based assignments.

Prerequisite: Course 103 or a qualifying score on the Department's placement exam. Enrollment limited to 20 students. Offered annually. *Staff*

HISPANIC STUDIES 122 ADVANCED INTERMEDIATE SPANISH READING AND CONVERSATION Further development of linguistic skills in Spanish, with emphasis on reading of a variety of selections from periodicals and short selections of literature. Appropriate oral practice, written assignments and a variety of laboratory tasks, along with use of Spanish-language films.

Prerequisite: Course 121 or a qualifying score on the Department's placement exam. Enrollment limited to 20 students. Offered annually. *Staff*

HISPANIC STUDIES 207 ADVANCED GRAMMAR AND COMPOSITION Language and writing skills are refined to prepare students for upper-division coursework in Hispanic Studies. Literary and cultural readings, thematic discussions, and interactive computer exercises serve as the basis for grammar review, conversation, and diverse writing assignments.

Prerequisite: Course 122 or a qualifying score on the Department's placement exam. Enrollment limited to 20 students. Offered annually. *Staff*

HISPANIC STUDIES 208 INTRODUCTION TO LITERARY & CULTURAL ANALYSIS An introduction to the methods and theories used in upper-division analyses of literary and cultural representations. Skills in writing research papers in Spanish are also developed. Readings include a selection of texts by representative Hispanic authors in five genres: poetry, short story, novel, drama, and essay. Basic theoretical concepts and strategies of analysis are

also applied to such texts as testimony, myth, journalism, painting, advertising, film, song lyrics, and chronicles.

Prerequisite: Course 207 or permission of the instructor. Enrollment limited to 20 students. Offered annually second semester. This course satisfies General Education Area 4. *Staff*

HISPANIC STUDIES 220 INTRODUCTION TO LATIN AMERICAN STUDIES Through readings, lectures, discussion, and film, this course surveys essential topics in Latin American studies. Included are poverty, migration and emigration, dictatorship, revolution, religion, race, and popular cultures, among other topics. Methods in interdisciplinary research are also introduced. The course is taught in English.

Open to sophomores, juniors, and seniors, or with permission of the instructor. Enrollment limited to 40 students. *F. Graziano*

HISPANIC STUDIES 224 LATINO WRITERS IN THE U.S. Various works of poetry, prose, and drama by contemporary authors of Hispanic background living and writing in the United States. Particular attention will be given to the relationship between history, identity, and language in their works.

Prerequisite: Course 207 or permission of the instructor. Enrollment limited to 20 students. This course satisfies General Education Area 4. *Staff*

HISPANIC STUDIES 230 BUSINESS SPANISH FOR GLOBAL COMMUNICATION Introduction to principles of management, finance, and marketing in international business with a focus on Spain, Latin America, and the Hispanic community in the U.S. A cultural study that examines linguistic, technological, and psychological approaches to the marketplace. Emphasis on the practical and communicative, including web page design.

Prerequisite: Course 207 or permission of the instructor. *Staff*

HISPANIC STUDIES 250, 251 HISPANIC CULTURES A two-semester survey of Hispanic civilizations and cultures in Spain, Latin America, and the United States. Lectures by Hispanic Studies faculty and visiting scholars, interdisciplinary readings, feature films and documentaries, introduction to print and internet resources in Spanish, varying class formats and instruction sites, and a service-learning component.

Prerequisite: Courses 207 and 208 must be taken prior to or concurrently with the 250, 251 sequence. Hispanic Cultures is the prerequisite to most courses in the upper division and should therefore be completed as early as possible in one's studies. For Course 250 the enrollment is limited to 20 students; for Course 251 the enrollment is unlimited. Offered annually. Both courses satisfy General Education Area 4. *L. González, F. Graziano*

HISPANIC STUDIES 301 MASTERPIECES OF EARLY SPANISH LITERATURE The origins of Spanish poetry, prose and theater, including a study of the historical and cultural background of the period. Texts from the first five centuries of the history of Iberian cultures will be examined in relation to such concepts as anonymity/authorship, popular culture, "convivencia" and genre.

Prerequisite: Course 250 or permission of the instructor. *Staff*

HISPANIC STUDIES 302 CERVANTES A close reading of *Don Quijote de la Mancha* and other major works by Miguel de Cervantes in relation to their historical and artistic contexts. A variety of critical approaches, including the "theory of the novel" as applied to Cervantes' narrative innovations.

Prerequisite: Course 250 or permission of the instructor. *Staff*

HISPANIC STUDIES 303 HEROES AND HEROINES IN THE SPANISH GOLDEN AGE Knights and rogues, ideals and outcasts are the pivotal figures of 16th-century Span-

ish prose. The course will examine narrative discourse up to the time of Don Quixote from this perspective. Readings include Amadís de Gaula, Lazarillo de Tormes, La Diana and El Abencerraje with additional selections from representative historical and didactic prose of the period.

Prerequisite: Course 250 or permission of the instructor. *Staff*

HISPANIC STUDIES 304 DESIRE, VIOLENCE, AND JUSTICE IN GOLDEN AGE POETRY AND THEATER A comparative thematic approach to works of Spanish Golden Age poetry and drama. Aspects of social, religious and political life highlighted as background to works by Garcilaso de la Vega, Fray Luis de León, San Juan de la Cruz, Lope de Vega, Tirso de Molina, Calderón de la Barca, Quevedo and Góngora.

Prerequisite: Course 250 or permission of the instructor. *Staff*

HISPANIC STUDIES 305 "FLOWERS FROM THE VOLCANO": IMPERIAL DISCOURSE, ECO-FEMINISM, AND RESISTANCE IN THE AMERICAS The Spanish conquest forever changed America and created a "new world." Imperial discourses collided with resistance movements and the emerging voices of oppressed indigenous peoples, women, and mestizos. This course traces the tensions between their discourses during the colonial period and today, interrogating related struggles for land and self. This is the same course as Gender and Women's Studies 305.

Prerequisite: Course 251. Enrollment limited to 20 students. This is a designated Writing course. *J. Kushigian*

HISPANIC STUDIES 306 MYTH, FOLKLORE AND LEGENDS OF SPANISH AMERICA An interdisciplinary approach to traditions, beliefs, customs, cosmologies, rites, ceremonies, tales, and superstitions as reflected in the literature of Spanish America. This course explores how myths, legends, and folklore are retold in the essays, poetry and theater of the works of authors including Neruda, Castellanos, Berman, Paz, Borges, and Menchú.

Prerequisite: Course 251 or permission of the instructor. Enrollment limited to 30 students. *J. Kushigian*

HISPANIC STUDIES 307 KINGS, CRIMINALS, PROSTITUTES, AND SAINTS: LIFE IN EARLY SPAIN An introduction to everyday life in early modern Spain. Focus on representation of social classes and groups, including royalty, inquisitors, beggars, thieves, visionary nuns, witches, and others. Texts include fragments from literary works as well as film, paintings, and readings in cultural studies.

Prerequisite: Course 250 or permission of the instructor. *Staff*

HISPANIC STUDIES 308 CONTEMPORARY HISPANIC DETECTIVE FICTION The rise of the "whodunit" in contemporary Hispanic narrative and its contrast with classical detective fiction as a context for understanding contemporary Spanish and Latin American culture. Pertinent theoretical implications and the social and political factors that have contributed to the genre's evolution and success will be introduced.

Prerequisite: Course 250 or 251 or permission of the instructor. Enrollment limited to 30 students. *Staff*

HISPANIC STUDIES 309 LATIN AMERICA IN FILM Feature films and documentaries from and about Latin America serve as the basis for lectures, discussions, and class projects. The diverse topics explored through film include indigenous cultures, slavery, revolution, human rights, and a range of cultural and social issues. The course also introduces strategies of film interpretation.

Prerequisite: Course 251 or permission of the instructor. *F. Graziano*

HISPANIC STUDIES 311 POETRY AND TRANSLATION WORKSHOP This course has three purposes: to enhance understanding and appreciation of contemporary Spanish-language poetry; to learn the basics of poetry-writing and the translation of creative works; and to improve nuanced Spanish-language skills through close readings of poems and poetic prose. There are no prerequisites, but admission to the course requires a score of 45 or better on the department's Spanish placement exam.

Enrollment limited to 30 students. *F. Graziano*

HISPANIC STUDIES 316 RELIGION AND VIOLENCE IN LATIN AMERICA Lectures, discussions, readings, films, and student projects explore the relation of religion and violence throughout the course of Latin American history. The many themes and topics treated include human sacrifice, religious aspects of conquest, mortification and martyrdom, torture as ritualized violence, iconography of the crucified Christ, murder of nuns and priests, insurgency and counter-insurgency as holy war, persecution of Jews, and indigenous revolts. This is the same course as Religious Studies 316.

Prerequisite: Course 251 or permission of the instructor. Enrollment limited to 20 students. *F. Graziano*

HISPANIC STUDIES 317 YOUTH IN SPANISH AMERICA This interdisciplinary course focuses on children and teens in Spanish America, including the Hispanic United States. Topics of study include street children, exploitation, drugs, gangs, child soldiers, prostitution, abuse and neglect, and the cultural, social, political, and economic factors that contribute to adverse situations for youth.

Prerequisite: Course 251 or permission of the instructor. Enrollment limited to 30 students. *F. Graziano*

HISPANIC STUDIES 318 LATIN NATION: EXPRESSIONS OF U.S. LATINO IDENTITIES IN THE ARTS AND POPULAR CULTURE This course focuses on cultural texts such as literature, art, music, and performance to examine U.S. Latino identities from two perspectives: first, the intersection of race, class, and gender in identity formation, and second, issues of nationality.

Prerequisite: Course 251. Enrollment limited to 30 students. *J. Rudolph*

HISPANIC STUDIES 319 CONTEMPORARY SPANISH CINEMA: BEFORE AND AFTER ALMODÓVAR An exploration of the evolution of Spanish cinema through comparative study of earlier and more recent films. Following the early, politically committed films of Ladislao Vajda, Luis Buñuel, and Víctor Erice, recent Spanish directors such as Pedro Almodóvar, Alejandro Amenábar, and Iciar Bollaín have successfully transformed Spanish cinema, captivating a wide audience by representing modern society's struggles and dilemmas.

Prerequisite: Course 250 or permission of the instructor. Enrollment limited to 30 students. *L. González*

HISPANIC STUDIES 320 PROYECTO COMUNIDAD This service-learning course offers the opportunity to apply Spanish language skills and to enhance cultural understanding while working in the Hispanic community of New London. Six hours of service are required weekly. The community aspects of the course are enhanced by seminar meetings, readings, oral presentations, and written assignments.

Prerequisite: Course 251 or permission of the department. Enrollment limited to 20 students. This course is not open to students who have received credit for Hispanic Studies 228. *F. Graziano*

HISPANIC STUDIES 321 LATIN AMERICAN RELIGIONS IN ACTION An exploration of religious beliefs and practices in everyday life as well as in a range of social, cultural, and political contexts, including conquest and indigenous resistance, female mysticism, revolution and counter-revolution, poverty and migration, and other social movements. This is the same course as Religious Studies 321.

Prerequisite: Course 251. Enrollment limited to 30 students. *F. Graziano*

HISPANIC STUDIES 322 20th-CENTURY SPANISH LITERATURE: SPAIN IN SEARCH OF ITS IDENTITY A critical analysis of essay, narrative, theater, poetry, and film, with special focus on the artist's conception of Spain after the loss of its colonies in 1898, the impact of the Civil War of 1936–39, the restoration of democracy, and the new challenges of the 21st Century. Representative works by Miguel de Unamuno, Antonio Machado, Ramón María de Valle-Inclán, Antonio Muñoz Molina, and Iciar Bollaín, among others.

Prerequisite: Course 250 or permission of the instructor. Enrollment limited to 30 students. *L. González*

HISPANIC STUDIES 324 HISPANICS IN THE U.S. A historical and cultural survey of Hispanic peoples in the United States, including Mexican Americans in the Southwest, Cuban Americans in Florida, and Puerto Ricans and Dominicans in the Northeast. The course endeavors to strengthen understanding of Hispanic contributions to the United States and to enhance cross cultural sensitivity by exploring such themes as immigration, marginality, ethnic identity, bicultural expression, and Hispanic cultural achievements.

Prerequisite: Course 251 or permission of the instructor. Enrollment limited to 20 students. This course satisfies General Education Area 7. *A. Heredia*

HISPANIC STUDIES 325 FOREIGN LANGUAGE METHODOLOGY Current research on the teaching of foreign languages in the U.S. and elsewhere, with techniques for fostering a communicative environment. Based on practical and theoretical information, the course analyzes theory of foreign language pedagogy and provides opportunities for practical and creative activities, such as micro-teaching exercises and portfolio production. This course will be particularly suited to those who are working toward teaching certification or planning graduate study in Spanish.

Prerequisite: Course 207 or 314 or permission of the instructor. *Staff*

HISPANIC STUDIES 327 REVOLUTION AND COUNTER-REVOLUTION IN SPANISH AMERICA This interdisciplinary course studies revolutions and military responses in Spanish America. Case studies include Sendero Luminoso in Peru, the "Dirty War" in Argentina, the Zapatistas in Mexico, the FARC in Colombia, the FMLN in El Salvador, the Cuban Revolution, and the Sandinistas and Contras in Nicaragua.

Prerequisite: Course 251 or permission of the instructor. Enrollment limited to 20 students. *F. Graziano*

HISPANIC STUDIES 329 CARIBBEAN COMMUNITIES IN THE U.S.: THE CASE OF THE DOMINICAN DIASPORA Literary and historical texts, visual arts, and performance art serve as vehicles for the analysis of such topics as cultural memory, immigration, trauma, and the formation of transnational identities. This course examines the role of the U.S. in shaping notions of class and ethnicity in Haiti, Puerto Rico, and Cuba.

Prerequisite: Course 251 or permission of the instructor. Enrollment limited to 20 students. *A. Heredia*

HISPANIC STUDIES 331 CONTESTING TRADITION: GENDER, CLASS, AND ETHNICITY IN CONTEMPORARY SPANISH FICTION AND FILM Through analysis of fiction and film by Almudena Grandes, Pedro Almodóvar, and Benito Zambrano

among others, this course explores how Spanish culture contributed to the social environment that enabled the consolidation of progressive policies on gender, class, and immigration.

Prerequisite: Course 250. Enrollment limited to 20 students. *L. González*

HISPANIC STUDIES 332 BETWEEN ILLUSION AND REALITY: MASTERWORKS OF SPANISH THEATER I This course examines the process by which the Classical Spanish Drama was formed in sixteenth and seventeenth century Spain. Representative works are analyzed as written texts and as performances. Readings and films of performances include the works of Lope de Vega, Tirso de Molina, and Calderón de la Barca.

Prerequisite: Courses 207 and 208. Enrollment limited to 30 students. *Staff*

HISPANIC STUDIES 333 U.S. LATINO URBAN YOUTH NARRATIVES This course will look at how authors have constructed the city as a Latino youth space. Class readings will pay particular attention to the ways that gender, class, and ethnic/racial identity shape Latino youth experiences in major U.S. cities. These cities include: New York, Chicago, Los Angeles, and Tampa, among others. This is the same course as Gender and Women's Studies 333.

Prerequisite: Course 251. Enrollment limited to 30 students. *J. Rudolph*

HISPANIC STUDIES 336 ADVANCED SPANISH CONVERSATION Development of conversational skills, including vocabulary enrichment, through intensive practice and oral presentations. Readings and films provide the basis for class discussions. Not open to native speakers of Spanish.

Prerequisite: Course 251. Enrollment limited to 16 students. *F. Graziano*

HISPANIC STUDIES 344f CROSSING THE SEA: TRANSATLANTIC DIALOGUE BETWEEN SPAIN AND THE AMERICAS (In Spanish) This optional section of Hispanic Studies/History 344 will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Hispanic Studies/History 344f must concurrently enroll in Hispanic Studies/History 344. This is the same course as History 344f. *L. González and L. Garofalo*

HISPANIC STUDIES 433, 434 SPECIAL TOPICS

HISPANIC STUDIES 433A, 434A GROWING UP IN LATIN AMERICA: THE BILDUNGSROMAN IN LATIN AMERICAN NARRATIVE An interpretation of Latin American reality through the diverse portraits of youthful development. A study of the realities of coming of age in Latin America from Mexico to Chile, the confrontation with society and capitalist values and issues of gender, culture and class struggle. Works to be examined include those by the following authors: Isabel Allende, Carlos Fuentes, Elena Poniatowska and Mario Vargas Llosa.

Prerequisite: Course 251 or permission of the instructor. This is a designated Writing course. *J. Kushigian*

HISPANIC STUDIES 433B, 434B SHORT STORIES BY LATIN AMERICAN WOMEN AUTHORS Authors include Luisa Valenzuela, Rosario Castellanos and Christina Peri Rossi. Particular attention given to the manner in which these authors and others describe their struggle to assert themselves as women and as writers in Latin America, and how they deal with social, economic and political problems of 20th-century Latin America.

Prerequisite: Course 251 or permission of the instructor. *A. Heredia*

HISPANIC STUDIES 433C, 434C CONTEMPORARY SPANISH WOMEN WRITERS Fiction by Spanish women during the 20th century, from those who started writing under Franco's censorship to those writing in the new millennium. Exploration of aesthetic innovations, with a special emphasis on socio-political and cultural issues: gender and sexual marginality, responses to feminist literary theory, politics of a patriarchal society, and the portrayal of women in modern society.

Prerequisite: Course 250 or permission of the instructor. This is a designated Writing course. *L. González*

HISPANIC STUDIES 433D, 434D UNDOCUMENTED HISPANIC IMMIGRATION A multidisciplinary exploration consisting of readings, lectures, discussion, film, guest presentations, and guided research projects on undocumented migration to the United States from Latin America.

Prerequisite: Course 251. Enrollment limited to 16 students. This is a designated Writing course. *F. Graziano*

HISPANIC STUDIES 433F, 434F CARNIVALESQUE IMAGINATION: COMEDY AND LAUGHTER IN SPANISH LITERATURE AND FILM An examination of "carnival" as a prevalent aesthetic form in Spanish culture from Francisco de Quevedo and R.M. del Valle Inclán to Pedro Almodóvar. Emphasis on how comedy, parody, irony, the grotesque, and the inversion of class and gender roles have helped to subvert the traditional status quo in Spain, leading to a new way to understand its national identity.

Prerequisite: Course 250. Enrollment limited to 16 students. *L. González*

HISPANIC STUDIES 433G, 434G LATIN AMERICAN LITERATURE AND HUMAN RIGHTS An exploration of literary and other cultural responses to atrocities committed in Latin America and an examination of the application of human rights principles to such phenomena as state violence, coerced labor, and poverty. The paradoxical relationship between human atrocities and their aesthetic representations is highlighted in the study of poetry, short stories, novels, political activists' writings and film. Works produced in Central America, Mexico, and South America are analyzed within the framework outlined above.

Prerequisite: Course 251. Enrollment limited to 16 students. This is a designated Writing course. *A. Heredia*

HISPANIC STUDIES 493, 494 ADVANCED STUDY SEMINARS

HISPANIC STUDIES 493A, 494A SEMINAR IN ADVANCED SPANISH LANGUAGE, BICULTURAL PROFICIENCY, AND MENTORED RESEARCH This seminar improves students' spoken Spanish and enhances bicultural skills conducive to living and working among diverse populations in the United States and abroad. Students also develop guided research projects on topics pertinent to the Hispanic world. The course is designed for students who have previously studied abroad in a Spanish-speaking country; others may be admitted, by permission of the instructor, with a score of 45 or above on the department's Spanish placement exam.

Enrollment limited to 16 students. This is a designated Writing course. *F. Graziano*

HISPANIC STUDIES 493B, 494B HISPANIC ORIENTALISM: EAST MEETS WEST IN A CLASH OF LANGUAGE, DESIRE, AND POWER An analysis of the public and private exchanges that deal with the Orient and Orientalism in Spanish and Spanish American literature. Through detailed reading of some of the principal texts of the three Spanish cultural traditions (Arab, Christian, and Jewish), we will examine the

origin, engagement, and proliferation of these exchanges in poetry, narrative, history, and social and legal discourse of texts from Spain and Latin America. Clash, fusion, and resistance anchor the methodological approach to the field of Orientalism from this perspective.

Prerequisite: Courses 250 and 251 or permission of the instructor. Open to juniors and seniors. This is a designated Writing course. *J. Kushigian*

In English

HISPANIC STUDIES 110: INTRODUCTION TO LANGUAGE AND MIND This is the same course as English/German Studies/Linguistics 110. Refer to the Linguistics listing for a course description.

HISPANIC STUDIES 344 CROSSING THE SEA: TRANSATLANTIC DIALOGUE BETWEEN SPAIN AND THE AMERICAS An interdisciplinary exploration of the permanent, problematic, and enriching dialogue between Spain and the Americas. This transatlantic interaction began in 1492, reached a breaking point with the 19th century revolutions, and continues to shape the conflicts of our global moment. Through the analysis of historical texts, literary artifacts, and films, the course considers key issues such as conquest, slavery, modernity, post-colonialism, and immigration. Sources include Las Casas, Carlos Fuentes, Bolívar, Martí, and Guillermo del Toro. This is the same course as History 344. Course 344 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructors. Enrollment limited to 30 students. *L. González and L. Garofalo*

HISPANIC STUDIES 291, 292 INDIVIDUAL STUDY

HISPANIC STUDIES 391, 392 INDIVIDUAL STUDY

HISPANIC STUDIES 491, 492 INDIVIDUAL STUDY

HISPANIC STUDIES 497–498 HONORS STUDY

History

Professors: Forster, Paxton, Stock, Wilson; Associate Professors: Canton, Garofalo; Assistant Professors: Bedasse, Davis, Downs, Kane, Manion; Visiting Assistant: Mullane; Professor Queen, *chair*

The Major in History

The major consists of ten or more history courses. At least seven of these courses must be above the introductory level, including three or more at the 300 or 400 level, and at least one at the 400 level. As an introduction to the department's broad offerings, students must take one course in the history of four of the six geographical areas. This distribution requirement will normally be satisfied by three introductory courses selected from Course 101 or 106

(World), Course 103 (Africa), Course 105 (United States), Course 107 (Europe), Course 113 or 115 or 116 (Asia), and Course 114 (Latin America and the Caribbean), and by one other course above the introductory level. A First Year Seminar taught by a department professor can be substituted for one of these requirements. Not all courses satisfy this requirement and selections must be made in consultation with a departmental adviser. Introductory courses should be completed as early as possible and not later than the end of the junior year.

The major must also include a concentration of at least five courses above the introductory level selected in consultation with a departmental adviser. The concentration may be planned in one of two ways:

1. Students may concentrate in one of the six geographical areas taught (Africa, Asia, Europe, Latin America and the Caribbean, United States, and World).
2. Students may design their own concentration from among the department's courses according to a thematic, methodological or other suitable principle. Students who design their own concentration must do so in consultation with their adviser. Suggested themes include Globalization; Empires and Imperialism; Nations and Nationalism; Modern or Pre-Modern History; Race, Class and Gender; and Reforms, Reformations, and Revolutions.

Interdisciplinary work and languages: The History Department encourages foreign language competency and interdisciplinary work. Students may count one upper-level language course, chosen in consultation with their adviser, among the three required 300- and 400-level courses in the History major (although a language course may not substitute for the one required 400-level course). Students may also include one additional course in another discipline, chosen in consultation with their adviser, which enhances their concentration in History. Majors are strongly encouraged to undertake independent work in Individual Study courses and especially Honors Study. No student may receive credit for more than 16 history courses.

Advanced Placement: AP scores of 4 or 5 allow students to place out of appropriate introductory courses, but AP credits do not count toward the completion of the major. See page 344 of this catalog for general information about Advanced Placement credit.

Advisers: M. Bedasse, D. Canton, A. M. Davis, J. Downs, M. Forster, L. Garofalo, E. Kane, F. Paxton, S. Queen, C. Stock, L. Wilson

The Minor in History

The minor consists of five courses, at least one of which must be at the 300 or 400 level, and no more than one at the introductory level. Students who concentrate in one of the six areas of focus (United States, Africa, Asia, Europe, Latin America and the Caribbean, and World), must include one course from another area of focus. Students may also, in consultation with their adviser, devise a thematic concentration. In all cases, history minors may include one course from another department among the required five, if it enhances their concentration and is at the 200-level or above.

Learning Goals in the History Major

The history major is one of the oldest recognized majors at Connecticut College. Its curriculum has long reached beyond Euro-America to include the histories of people and nations on all continents. In the past decade, the department has increasingly emphasized comparative, transnational, and interdisciplinary perspectives through new course development, faculty

hiring, and thematic tracks in the major. We expect students to develop an awareness and critical understanding of both the universality and the particularity of human experience, including differentiating factors such as religion, race, ethnicity, gender, and sexuality. We also expect students to understand the development of structures of power and their consequences over time and space. These structures include patriarchy, capitalism, imperialism, and nationalism.

Students in the history major will learn to:

- Read primary and secondary sources critically. Critical reading includes the ability to identify the perspective of the author, the relationship between the author and the audience, and the author's intended and unintended meanings. Students also learn to explain an author's main argument and place it within the context of larger historiographic issues and/or a broader range of original sources when appropriate.
- Write clearly about historical topics, themes, and sources. Effective writing includes the ability to write both short well-argued response essays and longer research papers that incorporate primary and secondary sources derived from students' own investigations. Some students choose a year-long honors project that requires extensive planning, conceptualizing, researching, and writing in close collaboration with a faculty advisor through an honors seminar.
- Conduct historical research by locating primary resources both in libraries and at local archives, and by using online research databases, interlibrary loan, and other scholarly repositories.
- Communicate ideas about readings and research orally to a group of peers and professors.

Courses

Introductory Courses

HISTORY 101 BIG HISTORY: THE BIG BANG TO THE PRESENT History on the largest scale: the origins of the universe to the present. An astronomer, geologist, biologist, and historian trace the fundamental forces shaping change and continuity across time, with an eye to how history and the historical sciences learn about the past. From the Big Bang to the evolution of humanity and our unfolding story.

Open to freshman and sophomores. Enrollment limited to 40 students. This course satisfies General Education Area 7. *F. Paxton*

HISTORY 103 AN INTRODUCTION TO AFRICAN HISTORY A survey of the forces that have shaped African societies, religions, politics, and thought.

Offered both semesters. Enrollment limited to 40 students. This course satisfies General Education Area 7 and is a designated Writing course. *Staff*

HISTORY 105 AN INTRODUCTION TO THE HISTORY OF THE U.S. The U.S. from its colonial origins to the present. Emphasis on the American Revolution, the Civil War and Reconstruction, the end of isolation, social reform, the welfare state, the Cold War, and the 1960s.

This course is a prerequisite for intermediate and advanced courses in the history of the United States. Offered both semesters. Enrollment limited to 40 students. *D. Canton, J. Downs, C. Stock, L. Wilson*

HISTORY 106 INTRODUCTION TO EURASIAN HISTORY: FROM THE MONGOLS TO THE SOVIETS Spanning from the Mediterranean to China, Russia to India, this course offers an introduction to both Eurasian history and the discipline of history. Beginning with the Mongols and ending with the Soviets, the course will trace the history of Eurasia through the imperial structures and complex networks of trade and religion that united people and places across vast distances over centuries. By bringing together several sub-regions—Europe, Russia, the Middle East, South Asia, Central Asia, China—into a single Eurasian framework, the goal is to see how these places were interconnected over time. This is the same course as Slavic Studies 106.

Enrollment limited to 40 students. This course satisfies General Education Area 7 and is a designated Writing course. *E. Kane*

HISTORY 107 AN INTRODUCTION TO EUROPEAN HISTORY The development of the dominant ideas and institutions of Europe.

This course is a prerequisite for intermediate and advanced courses in European history. Offered both semesters. Enrollment limited to 40 students. This course satisfies General Education Area 7. *M. Forster, F. Paxton*

HISTORY 113 INTRODUCTION TO SOUTH ASIAN HISTORY An introduction to the histories of South Asian societies from pre-history to the present. The course surveys the broad trajectories which have made South Asian pasts and highlights the contests for the right to tell history throughout the centuries. Consideration is given to social, cultural, economic, and political issues.

Offered both semesters. Enrollment limited to 40 students. This course satisfies General Education Area 7. *S. Chhabria*

HISTORY 114 AN INTRODUCTION TO LATIN AMERICAN AND CARIBBEAN HISTORY Amerindian cultures, invasion and settlement by Iberians and West Africans, and colonialism and independence. Central themes include the roots of indigenous civilizations; conquest and the creation of new societies; colonial social and economic structures; and the dynamics of race, occupation, and gender. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Enrollment limited to 40 students. This course satisfies General Education Area 7 and is a designated Writing course. *L. Garofalo*

HISTORY 114f AN INTRODUCTION TO LATIN AMERICAN AND CARIBBEAN HISTORY (In Spanish) This optional section will meet for additional hour each week to discuss supplemental texts in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 114f must concurrently register for Course 114. *L. Garofalo*

HISTORY 115 AN INTRODUCTION TO CHINESE CIVILIZATION: IMAGINING THE CHINESE EMPIRE An examination of the major religious, political, and philosophical movements that have shaped Chinese civilization in the past and present.

Enrollment limited to 40 students. This course satisfies General Education Area 7 and is a designated Writing course. *S. Queen*

HISTORY 116 AN INTRODUCTION TO JAPANESE CIVILIZATION Japanese political, cultural, and economic transformations from 600 C.E. to the present.

Enrollment limited to 40 students. This course satisfies General Education Area 7. *Staff*

Intermediate Courses

HISTORY 201 INTRODUCTION TO AMERICAN STUDIES This is the same course as American Studies 201D/201S. Refer to the American Studies listing for a course description.

HISTORY 202 EMPIRE AND EXPANSION IN EAST ASIA, 1840s–1950s A consideration of colonial expansion in East Asia from the mid-19th to the mid-20th century. The course explores the competition for imperial status among major world powers, including Great Britain, France, the U.S., Netherlands, and Japan, within the contexts of industrialization, nationalism, new imperialism, and world war. This is the same course as East Asian Studies 202.

Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *A.M. Davis*

HISTORY 203 THE COLONIAL HISTORY OF NORTH AMERICA A study of Native peoples, African captives, and Europeans in the Atlantic world context. Emphasis on cultural encounters, both peaceful and violent.

Enrollment limited to 30 students. This is a designated Writing course. *L. Wilson*

HISTORY 204 THE AMERICAN REVOLUTIONARY ERA An examination of the origins, character, and interpretations of the American revolution. Topics include the Great Awakening, domestic problems and imperial crisis, collapse of the old order, the revolutionary mentality and the mobilization of citizens, Articles of Confederation and the Critical Period, the federal constitution, and the new conception of society and politics.

Enrollment limited to 30 students. This is a designated Writing course. *L. Wilson*

HISTORY 205 HISTORY OF THE SOUTH An investigation of the history of politics, society, and economics in the U.S. South from the seventeenth-century to the mid-twentieth century. Topics include settlement and the Native Americans; slavery and emancipation; the planter class and the yeomanry; populism and industrialization; the New South and Jim Crow; civil rights and the rise of the conservative right.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *J. Downs*

HISTORY 206 THE CIVIL WAR AND RECONSTRUCTION Political and social history of the years 1831 to 1877, with emphasis on the growth of sectionalism, slavery, abolition, the course and consequence of the war, and Reconstruction.

Enrollment limited to 30 students. *J. Downs*

HISTORY 208 THE VIKINGS An examination of the reputation of the Vikings—were they ruthless marauders or much-maligned tourists? One goal is to question the reliability of various sources: sagas, poetry, annals, and material culture. The course considers the breadth of Viking influence, from North America to Byzantium.

Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *M. Mullane*

HISTORY 212 "RACE" IN COLONIAL LATIN AMERICA This course explores how concepts of "race" and enduring systems of discrimination emerged from Spain and Portugal's imperial projects. Long before scientific racism, the Spanish and Portuguese colonizers and architects of the Atlantic slave trade developed ways to mark difference and organize America's indigenous, Iberian, and African societies according to hierarchies of ethnicity, honor, gender, and religious purity.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 114. Enrollment limited to 30 students. This course satisfies General Education Area 7. *L. Garofalo*

HISTORY 213 THE AMERICAN WEST The exploration, settlement, and the political, social, and cultural development of the trans-Mississippi West from 1803 to 1890.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *C. Stock*

HISTORY 214 POLITICS AND CULTURE IN THE UNITED STATES, 1890 TO 1945 An examination of political and cultural developments in the U.S., including the Progressive Movement, the 1920s, the Great Depression and New Deal, and the coming of World War II. This is the same course as American Studies 214. Students may not receive credit for both this course and History/American Studies 214 entitled, "Politics and Culture in the United States Since 1917."

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This is a designated Writing course. *G. Heefner, C. Stock*

HISTORY 215 POLITICS AND CULTURE IN THE UNITED STATES SINCE 1945 An examination of the major political and cultural developments of post-war U.S., including the creation of the military-industrial state, suburbanization, the Great Society and Vietnam War, the freedom movements of the 1960s, the conservative resurgence of the 1980s, and the Gulf Wars. This is the same course as American Studies 215. Students may not receive credit for both this course and History/American Studies 214 entitled, "Politics and Culture in the United States Since 1917."

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *G. Heefner, C. Stock*

HISTORY 216 MODERN LATIN AMERICAN HISTORY Latin America after independence, 1800s to the present. Covers the struggles over citizenship, slavery, European immigration, racial and gendered exclusion, and models of development and progress. Focus on the Andes, Brazil, Mexico, Haiti, and the Spanish Caribbean. Course 216 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 114. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *L. Garofalo*

HISTORY 216f MODERN LATIN AMERICAN HISTORY (In Spanish) This optional section of History 216 will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 216f must concurrently enroll in History 216. *L. Garofalo*

HISTORY 217 SAME-SEX SEXUALITY IN WORLD HISTORY An examination of the history of same-sex love and sexuality in Europe, Asia, Africa, Latin America, and North America from ancient times to the twentieth century. Topics include the changing nature and understanding of same-sex love, desire, and sexual acts; the relationship between legal, religious, and social views of same-sex sexuality; the way other cultural norms and social categories shaped attitudes towards same-sex sex. This is the same course as American Studies/Gender and Women's Studies 217.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *J. Manion*

HISTORY 219 REBELLION AND REVOLUTIONS IN LATIN AMERICA Rebellions and revolutions from the 1780s to the present in Mexico, Cuba and Haiti, and the Andes. What motivated men and women to rebel, or to launch peaceful social movements? How did ideologies regarding elections and economic models guide revolutionaries—armed or not—to transform all aspects of life including gender roles, religion, and race relations?

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 114. Enrollment limited to 30 students. This course satisfies General Education Area 7. *L. Garofalo*

HISTORY 220 HISTORY OF GENDER IN THE ANDES AND MEXICO An exploration of sexual difference and gender ideologies in Peru and Mexico at key historical moments, from men and women's roles in Amerindian civilizations to women's revolutionary leadership and sexual politics today. This is the same course as Gender and Women's Studies 222.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 114. Enrollment limited to 30 students. This course satisfies General Education Area 7. *L. Garofalo*

HISTORY 224 CONFUCIAN TRADITIONS A history from Confucius to contemporary times focusing on philosophical and religious dimensions of the tradition in comparative perspective. This is the same course as Philosophy 213/Religious Studies 208. Course 224 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to juniors and seniors; and to freshmen and sophomores who have taken Course 115; and to others with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *S. Queen*

HISTORY 224f CONFUCIAN TRADITIONS (In Chinese) This optional section of History 224/Philosophy 213/Religious Studies 208 will meet for an additional hour each week to discuss supplemental readings in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing History 224f must concurrently enroll in History 224/Philosophy 213/Religious Studies 208. *S. Queen*

HISTORY 225 AFRICAN AMERICAN HISTORY 1865–PRESENT An examination of the development of the African American community in the United States from the end of slavery to the present. Emphasis on the political, social, and economic impact of racism, sexism, and classism. Themes include reconstruction, segregation, the great migration, black protest, black leadership, and the modern civil rights movement. This is the same course as American Studies 225.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 105. Enrollment limited to 30 students. This is a designated Writing course. *D. Canton*

HISTORY 226 MAKING MODERN SOUTH ASIA A survey of modern South Asian history from 1600 to 1978, or Akbar through Indira Gandhi. The course begins at the height of the Mughal Empire with Akbar, and follows Mughal dissolution, the arrival of European trading companies, new forms of imperialism and colonialism, nationalist resistance, partition, and third-worldism.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This course satisfies General Education Area 7. *S. Chhabria*

HISTORY 227 AFRICAN AMERICAN HISTORY 1619–1865 An examination of the development of the African American community in the United States from pre-colonial West Africa to 1865. Themes include slavery, slave communities, African cultural retention and synthesis, slave resistance, free black communities, black leadership, and the construction of race in North America. Emphasis on the political, social, and economic impact of racism, sexism, and classism. This is the same course as American Studies 227.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 105. Enrollment limited to 30 students. This is a designated Writing course. *D. Canton*

HISTORY 229 PROPAGANDA AND TRUTH IN THE AGE OF AUGUSTUS This is the same course as Classics 229. Refer to the Classics listing for a course description.

HISTORY 230 ROMAN IMPERIALISM AND ITS CRITICS This is the same course as Classics 230. Refer to the Classics listing for a course description.

HISTORY 231 EARLY MIDDLE AGES: ROMANS, BARBARIANS, AND THE CHILDREN OF ABRAHAM The transformation of the classical world and the emergence of the "Sibling Cultures" of Latin and Greek Christendom, Rabbinic Judaism, and the Dar al-Islam, 200–1000 C.E.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *F. Paxton*

HISTORY 232 LATER MIDDLE AGES: CHRISTIANS, MUSLIMS, AND JEWS The history of the "Sibling Cultures" of Latin and Greek Christendom, Rabbinic Judaism, and the Dar al-Islam, ca. 1000–1453 C.E. From the Crusades to the Fall of Constantinople.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 107. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *F. Paxton*

HISTORY 234 MODERN EUROPE, 1790s–1990s An introduction to the major political, social, cultural, and intellectual trends in Europe during this 200-year period. The course focuses on three themes – imperialism, revolution, and gender—and emphasizes the historical experience of Jews and Muslims in Europe.

Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *E. Kane*

HISTORY 237 EARLY MODERN EUROPE, 1500–1750 The social, economic, political, and cultural transformations of Europe between the Reformation and the French Revolution; the rise of centralized states; developments in agrarian societies; and the growth of commercial capitalism. Course 237 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 107. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *M. Forster*

HISTORY 237f EARLY MODERN EUROPE, 1500–1750 (In German) This optional section of Course 237 will meet for an additional hour each week to discuss supplemental texts in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 237f must concurrently register for Course 237. *M. Forster*

HISTORY 238 THE RENAISSANCE The cultural transformation of Europe between the 14th and 16th centuries, with emphasis on the social and political contexts of the Italian Renaissance; the spread of the Renaissance to the rest of Europe and its long-term impact.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 107. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *M. Forster*

HISTORY 239 REFORMATION AND COUNTER-REFORMATION The causes and impact of the Protestant and Catholic Reformations across Europe. The consequences of religious reform for religious belief and practice, politics, and society. The theologies of Luther, Zwingli, Calvin, and Loyola; religious conflict; and the long-term results of the Reformation. Course 239 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 107. Enrollment limited to 30 students. This course satisfies General Education Area 7. *M. Forster*

HISTORY 239f REFORMATION AND COUNTER-REFORMATION (In German) This optional section of Course 239 will meet for an additional hour each week to discuss supplemental texts in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 239f must concurrently register for Course 239. *M. Forster*

HISTORY 242 THE HISTORY OF WOMEN AND GENDER IN THE UNITED STATES History of Asian, African American, Euro American, Latina, and Native American women in the United States. Topics include race and gender, comparative gender roles in diverse cultures, and their development in the United States. This is the same course as American Studies/Gender and Women's Studies 242.

Enrollment limited to 30 students. Formerly History 464; cannot receive credit for both courses. This is a designated Writing course. *L. Wilson*

HISTORY 243 A DIFFICULT PAST: GERMAN HISTORY, 1850–2000 An examination of German history in the nineteenth and twentieth centuries focusing on the uses and abuses of the study of the past. The nationalist narrative of German history, the centrality of Hitler, Nazism, and the Holocaust, and the nature of political and cultural division in the Cold War era. This is the same course as German Studies 243. This course is not open to students who have received credit for Freshman Seminar 101. Course 243 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 107. This course satisfies General Education Area 7. *M. Forster*

HISTORY 243f A DIFFICULT PAST: GERMAN HISTORY, 1850–2000 (In German) This optional section of German Studies/History 243 will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 243f must concurrently enroll in German Studies/History 243. This is the same course as German Studies 243f. *M. Forster*

HISTORY 246 RUSSIA EAST-WEST: RUSSIAN CULTURAL HISTORY AND NATIONAL IDENTITY This is the same course as Slavic Studies 256. Refer to the Slavic Studies listing for a course description.

HISTORY 247 THE USSR: 1917 TO THE PRESENT A study of the improbable rise of the Soviet Union in 1917, its disintegration in the 1990s, and the enduring legacies of Soviet politics, power, and culture to the present day. Emphasis on the USSR's ethnic and religious diversity, World War II, and the post-Soviet period. This is the same course as Slavic Studies 247.

Enrollment limited to 30 students. This course satisfies General Education Area 7. *E. Kane*

HISTORY 248 NARRATIVES OF ILLNESS An introduction to the history of medicine and public health. The course considers how the meaning of illness changes over time and varies by place, examining two distinct intersections: the dialogue between patient and doctor and the relationship between the medical profession and the state. This is the same course as American Studies 248.

Enrollment limited to 30 students. This is a designated Writing course. *J. Downs*

HISTORY 249 EARLY ISLAMIC HISTORY The rise of Islam and the transformation of the Middle East into an Islamic Society. From Muhammad to the Mongols.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *F. Paxton*

HISTORY 250 ISSUES IN THE HISTORY OF MODERN AFRICA, 1884 TO THE PRESENT An exploration of important themes in the history of modern Africa, based on readings that cover different geographic regions of the African continent. Topics include the impact of European colonialism, anticolonialism, nationalism, women in modern Africa, and the impact of globalization on Africa.

Open to sophomores, juniors, and seniors; and to freshmen who have taken Course 103. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *Staff*

HISTORY 253 DIASPORIC AFRICA An introduction to the history of the African diaspora with a focus on the Americas. The course will engage the following questions: What is the African diaspora? What led to the dispersal of Africans throughout the Americas? What is the impact of the African presence on the New World? How have diasporic Africans constructed identities and how have such identities shifted over time?

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *M. Bedasse*

HISTORY 254 CONFRONTING IMAGES OF MODERN JAPAN Samurai, geisha, and Godzilla: such iconic images of modern Japan and their antecedents will be examined through texts and visual materials, traditional as well as popular, including manga and anime. The course considers how these representations fit into their historical milieu both in the West and in Japan. In questioning these images, students will confront entrenched conceptualizations of east and west, modernity, gender, and race. This is the same course as East Asian Studies 254. Course 254 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7. *T. Watanabe*

HISTORY 254f CONFRONTING IMAGES OF MODERN JAPAN (In Japanese) This optional section of East Asian Studies/History 254 will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing East Asian Studies/History 254f must concurrently enroll in East Asian Studies/History 254. This is the same course as East Asian Studies 254f. *T. Watanabe*

HISTORY 262 MODERN CHINA: CHANGING NATIONAL IDENTITIES IN A TRANSNATIONAL EAST ASIA The collapse of the old empire and the reforms, rebellions, and revolutions that have shaped China's efforts to construct a new social and political order.

Open to juniors and seniors, and to others who have taken Course 115, Course 224/Philosophy 213, or Course 278/Philosophy 214. Enrollment limited to 30 students. This course satisfies General Education Area 7. *S. Queen*

HISTORY 264 THE RUSSIAN EMPIRE, 1700–1920s An exploration of the history of the Russian Empire from the beginning of the eighteenth century until the consolidation of Soviet rule in the 1920s. The course considers a set of questions focused on the empire itself: How was it made? How did it get to be so large? Why did it keep expanding? Who lived in it? When did it end? This is the same course as Slavic Studies 264.

Enrollment limited to 30 students. This course satisfies General Education Area 7. *E. Kane*

HISTORY 265 AMERICANS IN THE WORLD: TRAVEL, TRADE, AND DIPLOMACY SINCE 1812 An exploration of how, despite George Washington's admonition to avoid "entangling alliances," Americans have used travel, trade, and foreign policy to shape the role of the United States in the wider world. Topics include missionary encounters in the South Pacific, the opening of China, the American grand tour in Europe, the international dimensions of the Harlem Renaissance, Third World solidarity, and the idea of "free trade." Primary sources such as travel memoires, foreign policy documents, films, and photos will be used to explore these topics. This is the same course as American Studies 265.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This is a designated Writing course. *G. Heefner*

HISTORY 269 IMMIGRATION TO THE U.S. SINCE 1820 An overview of immigration to the United States in three periods, 1820–1860, 1890–1924, and 1965-Present.

Enrollment limited to 30 students. *C. Stock*

HISTORY 270 HISTORY OF SEXUALITY IN THE U. S. Through social history and queer theory, the course will chart the idea that sex has a history and examine how the study of sexuality connects with larger themes in U.S. social, political, and cultural history. Topics include reproduction, birth control, prostitution, sexual health and disease, interracial sexualities, same-sex relationships, and heterosexuality. This is the same course as American Studies/Gender and Women's Studies 270.

Enrollment limited to 30 students. This course is not open to students who have received credit for American Studies/Gender and Women's Studies/History 453. *J. Manion*

HISTORY 272 BERLIN This interdisciplinary team-taught course will examine the history, culture, and architecture of the city of Berlin since the 18th century. Readings in history,

literature, and urban studies will focus on the Berlin of old Prussia and Bismarck through the Weimar era and the Nazi dictatorship up to the divided city of the Cold War and the Berlin of Reunification. This is the same course as German Studies 272. Course 272 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Enrollment limited to 35 students. This course satisfies General Education Area 7 and is a designated Writing course. *G. Atherton, M. Forster*

HISTORY 272f BERLIN (In German) This optional section of History/German Studies 272 will meet for an additional hour each week to discuss supplemental texts in German. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 272f must concurrently register for History/German Studies 272. This is the same course as German Studies 272f. *G. Atherton, M. Forster*

HISTORY 275 HISTORY OF WITCHCRAFT AND MAGIC Witchcraft and magic in relation to the history of religion, the phenomena of crime, deviance, and demographic change, and the history of women in Europe and America. Witchcraft beliefs and practices in several cultures, the witch craze in Salem, Massachusetts, and the function of the occult in modern times. This is the same course as American Studies/Gender and Women's Studies 275.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This course satisfies General Education Area 7. *J. Manion*

HISTORY 276 MARITIME CULTURE IN EARLY AMERICA An exploration of early American maritime culture along the Atlantic coast. North American connections with Africa, Europe, and the Caribbean, particularly in relation to economic, political, and social developments, including colonialism, slavery, free labor, trade, political revolutions, and gender roles.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *J. Manion*

HISTORY 278 DAOIST TRADITIONS A history from Laozi to contemporary times focusing on the philosophical and mystical aspects of the tradition in comparative perspective. This is the same course as Philosophy 214/Religious Studies 209. Course 278 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to juniors and seniors; and to freshmen and sophomores who have taken Course 115 or Course 224/Philosophy 213; and to others with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7 and is a designated Writing course. *S. Queen*

HISTORY 278f DAOIST TRADITIONS (In Chinese) This optional section of History 278/Philosophy 214/Religious Studies 209 will meet for an additional hour each week to discuss supplemental readings in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing History 278f must concurrently enroll in History 278/Philosophy 214/Religious Studies 209. *S. Queen*

Advanced Courses

HISTORY 302 SUGAR, BODIES, COMMODITIES: LATIN AMERICAN AND THE ATLANTIC WORLD An exploration of the rise of sugar as a commodity of mass produc-

tion and consumption that unleashed modern sociability and subjectivity in the Atlantic with a special emphasis on Latin America and the Caribbean.

Prerequisite: Open to junior and seniors majors and minors in History, Hispanic Studies, Latin American Studies, and Africana Studies; and to others with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *M. Jean*

HISTORY 303 POSTCOLONIAL SOUTH ASIA This course covers issues which make the countries of South Asia (India, Pakistan, Bangladesh, and Sri Lanka are covered) most globally visible: forms of violence, statecraft, development, and democracy. We will read thematically to understand the social issues which drive South Asian history in the 20th and 21st centuries.

Open to juniors and seniors and to others with prior coursework on South Asia in any discipline. Enrollment limited to 30 students. This is a designated Writing course. *S. Chhabria*

HISTORY 304 THE HISTORY OF HIP HOP MUSIC AND CULTURE IN POST INDUSTRIAL AMERICA 1973–PRESENT This course explores the political, social, and cultural impact of Hip Hop Music and Culture in American society and the world including the different forms of rap music (pop, social conscious, and southern) and explores the tensions between authenticity and mass appeal. The course also examines the impact that deindustrialization, Reaganomics, and the dot.com boom had on the artists and the industry.

Open to juniors and seniors, and to sophomores with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *D. Canton*

HISTORY 305 AFRICA SINCE WORLD WAR II The process of decolonialization and the legacies of the imperial experience in politics, economics, and society. Issues include neocolonialism, the fragility of states, democratization and the role of the military, racism and the apartheid regimes, famine and refugees, and other issues facing contemporary Africa.

Open to juniors and seniors, and to others with permission of instructor. Enrollment limited to 30 students. *Staff*

HISTORY 309 THE HISTORY OF SLAVERY AND EMANCIPATION IN THE AMERICAS This course will examine the origins of slavery in the Americas focusing on the United States, but also considering the slavery in the Caribbean and Latin America. Topics include the slave trade, the organization of labor, gender and family relations, resistance and rebellion, slave culture, and emancipation. This is the same course as American Studies/ Gender and Women's Studies 309.

Open to juniors and seniors, and to others with permission of instructor. Enrollment limited to 30 students. This is a designated Writing course. *J. Downs*

HISTORY 313 THE AMERICAN WEST IN THE TWENTIETH CENTURY A readings course that explores the history of the American West in the post-frontier era. Topics include Dust Bowl and New Deal, World War II, the rise of the Red Power and Chicano rights movements, urbanization, the conservation movement, and the nuclear industry.

Open to sophomore, junior, and senior American Studies or History majors; and to others with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *C. Stock*

HISTORY 314 GRECO-ROMAN HISTORIOGRAPHY This is the same course as Classics 314. Refer to the Classics listing for a course description.

HISTORY 317 EARLY GREECE AND WESTERN CIVILIZATION: A DISPUTED LEGACY This is the same course as Classics 317. Refer to the Classics listing for a course description.

HISTORY 318 REPRESENTATIONS OF WAR AND DISASTER IN JAPAN, 1000–1945 How does one record what is seemingly unrecordable in its unfathomable horror? This course examines representations in Japanese visual and textual materials dealing with epidemics, war, and disasters from the 11th to the 20th centuries. This is the same course as East Asian Studies 318. Course 318 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors. *Prerequisite:* One of the following: Art History 225, East Asian Studies 101, History 115, 116, 222, 259, or 472. Enrollment limited to 30 students. *T. Watanabe*

HISTORY 318f REPRESENTATIONS OF WAR AND DISASTER IN JAPAN, 1000–1945 (In Japanese) This optional section of East Asian Studies/History 318 will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing East Asian Studies/History 318f must concurrently enroll in East Asian Studies/History 318. This is the same course as East Asian Studies 318f. *T. Watanabe*

HISTORY 319 THE COLD WAR IN THE THIRD WORLD An examination of intervention by superpowers in the Third World during the Cold War. The course considers the following questions: Why did the developing world become the focus of Cold War rivalries and what did the superpowers hope to gain? How did nations and leaders in the Third World affect this process? What are the legacies of American involvement in the developing world? This is the same course as American Studies 319.

Open to juniors and seniors, and to sophomores with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *G. Heefner*

HISTORY 320 THE JAPANESE TEA CEREMONY: WARRIORS, MERCHANTS, AND MONKS, 1350–2008 With roots in Zen monastic practice and samurai culture, the Japanese tea ceremony represents a microcosm of medieval society during the Warring States period. We will explore the changing nature of tea as a cultural practice to examine post-war Japanese society. This is the same course as Art History/East Asian Studies 320. Course 320 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors. *Prerequisite:* One of the following: Art History 225, East Asian Studies 101, History 115, 116, 222, 259, or 472. Enrollment limited to 30 students. *T. Watanabe*

HISTORY 320f THE JAPANESE TEA CEREMONY: WARRIORS, MERCHANTS, AND MONKS, 1350–2008 (In Japanese) This optional section of Art History/East Asian Studies/History 320 will meet for an additional hour each week to discuss supplemental readings in Japanese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 320f must concurrently enroll in Art History/East Asian Studies/History 320. This is the same course as Art History/East Asian Studies 320f. *T. Watanabe*

HISTORY 324 DISSENT AND DEMOCRATIZATION IN EAST ASIA Literary and political protest in modern China, focusing on the voices of China's students and intellectuals. Emphasis on the relationship between dissent and democratic reform in the modern period.

Prerequisite: Course 262, Course 224/Philosophy 213, or Course 278/Philosophy 214, or permission of the instructor. Enrollment limited to 30 students. *S. Queen*

HISTORY 325 COMPETING NATIONALISMS IN EAST ASIA: THE CASE OF CHINA AND TIBET An exploration of ongoing debates over moral universalism and cultural diversity through an examination of the "Asian values" that have shaped Confucian culture in China and East Asia.

Enrollment limited to 30 students. *S. Queen*

HISTORY 326 ETHNOHISTORY OF MINORITY COMMUNITIES IN SOUTHERN NEW ENGLAND This is the same course as American Studies/Anthropology 325. Refer to the Anthropology listing for a course description.

HISTORY 330 MEDITATIONS ON THE HISTORY OF THE AMERICAN SOUTH Using an interdisciplinary approach, this course will explore the history of the southeastern United States from the colonial period to the present by investigating how various writers, artists, and historians have represented and defined the meaning of "The South." This is the same course as American Studies 330.

Prerequisite: Course 105. Enrollment limited to 30 students. This is a designated Writing course. *J. Downs*

HISTORY 340 NEW APPROACHES TO WORLD HISTORY Is a planetary history possible? Readings, analysis, and discussion of exemplary primary and secondary sources on the history of humanity.

Open to junior and senior history majors, and to others with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *F. Paxton*

HISTORY 341 CRIME AND PUNISHMENT IN U.S. HISTORY An examination of the changing philosophies and practices of crime and punishment from the Enlightenment to modern times. Topics include moral attitudes toward criminality, the birth of the penitentiary, gender and crime, prison reform work, criminal classification, systemic race and racism, social control and poverty, institutional heterosexism, and the prison industrial complex. This is the same course as American Studies/Gender and Women's Studies 341.

Open to juniors and seniors, and to sophomores with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *J. Manion*

HISTORY 342 MUSLIM EUROPE SINCE 1945 An exploration of the changing perceptions of Islam and the varieties of Muslim experience throughout Europe from the end of World War II to the present day. Sources include novels, memoirs, films, investigative journalism, and recent historical scholarship.

Prerequisite: Course 107 or 234, or permission of the instructor. Enrollment limited to 30 students. *E. Kane*

HISTORY 344 CROSSING THE SEA: TRANSATLANTIC DIALOGUE BETWEEN SPAIN AND THE AMERICAS An interdisciplinary exploration of the permanent, problematic, and enriching dialogue between Spain and the Americas. This transatlantic interaction began in 1492, reached a breaking point with the 19th century revolutions, and continues to shape the conflicts of our global moment. Through the analysis of historical texts, literary artifacts, and films, the course considers key issues such as conquest, slavery, modernity, post-colonialism, and immigration. Sources include Las Casas, Carlos Fuentes, Bolívar, Martí, and Guillermo del Toro. This is the same course as Hispanic Studies 344. Course 344 may include an optional section that will meet for an additional hour each week

to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructors. Enrollment limited to 30 students. *L. Garofalo and L. González*

HISTORY 344f CROSSING THE SEA: TRANSATLANTIC DIALOGUE BETWEEN SPAIN AND THE AMERICAS (In Spanish) This optional section of Hispanic Studies/History 344 will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Hispanic Studies/History 344f must concurrently enroll in Hispanic Studies/History 344. This is the same course as Hispanic Studies 344f. *L. Garofalo and L. González*

HISTORY 371 NATIONS WITHIN: INDIGENOUS HISTORIES AND RESTORATIVE JUSTICE A comparison of the histories of indigenous peoples in the United States, Australia, and New Zealand. Themes include colonial encounters and imposition of European sovereignty, social positions of native peoples in the twentieth century, the formation of indigenous movements, land claims, and cultural redress. This is the same course as American Studies 371.

Prerequisite: Open to junior and senior majors and minors in History or American Studies; and to others with permission of the instructor. Enrollment limited to 30 students. *C. Locke*

History 400 Level Seminars

Advanced research and reading courses on designated topics. Unless otherwise stated, open to junior and senior history majors without prerequisite and to others with permission of the instructor. Enrollment in each seminar limited to 16 students.

HISTORY 410 READINGS IN THE HISTORY OF AFRICAN WOMEN An examination of the contributions of African women to African history, especially in the 19th and 20th centuries, with some background on their role through the ages. Texts vary depending on new publications. *Staff*

HISTORY 411 THE AFRICAN DIASPORA IN THE AMERICAS—A STUDY IN COMPARATIVE HISTORY The African experience in terms of concept, origins, and evolution; African Diaspora in the Americas induced through the slave trade and slavery and its impact in terms of education, politics, and culture.

Open to sophomores, juniors, and seniors. *Prerequisite*: Course 103, 105, or 256. *Staff*

HISTORY 413 PAN-AFRICANISM The evolution of Pan-Africanism from its genesis in slavery, imperialism, and racism through the post-independence and contemporary periods.

Prerequisite: Course 103 or permission of the instructor. *Staff*

HISTORY 414 GHANA IN WORLD HISTORY This seminar situates Ghana as the "gateway" for encounters between Africa and the rest of the world from the 15th century to the present. Topics include Ancient Ghana; European traders and missionaries in Ghana; the Asante Empire; British colonialism; Ghanaian nationalism and Pan-Africanism; Kwame Nkrumah; the World Wars/Cold War and Ghana; Ghana and globalization.

Prerequisite: One of the following: Course 103, 250, 251, or any other African history course; or permission of the instructor. *H. Fuller*

HISTORY 416 RASTAFARI, REGGAE, AND RESISTANCE This seminar traces the history of the Rastafarian movement from its beginnings in Jamaica in the early 1930s to

its international popularity. Themes include Rastafari as culture, Bob Marley as Rastafarian messenger, Rastafari as political theory, Pan-Africanism, and Rastafarian women.

Prerequisite: Open to juniors and seniors who have taken at least one course in the history of Africa, Latin America, or the African diaspora in the New World. This is a designated Writing course. *M. Bedasse*

HISTORY 420 CHINA'S CONFUCIAN LEGACY Confucian ethics in its traditional setting and its modern transformation. Emphasis on the ways in which Confucianism has transformed and been transformed by the forces of modernization in East Asia.

Prerequisite: Course 224/Philosophy 213 or Course 278/Philosophy 214, or permission of the instructor. *S. Queen*

HISTORY 421 CHINA'S DAOIST LEGACY An in-depth study of a Daoist text or theme in Daoist history. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Prerequisite: Course 224/Philosophy 213 or Course 278/Philosophy 214, or permission of the instructor. This is a designated Writing course. *S. Queen*

HISTORY 421f CHINA'S DAOIST LEGACY (In Chinese) This optional section will meet for an additional hour each week to discuss supplemental texts in Chinese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 421f must concurrently register for History 421. *S. Queen*

HISTORY 426 HISTORY OF GENDER AND SEXUALITY IN JAPAN, 1850s–1980s An examination of ways in which gender and sexuality have shaped modern and contemporary Japanese history. Topics include discourses of sexuality, technologies of reproduction, sexual divisions of labor, and the family. This is the same course as Gender and Women's Studies 426.

Prerequisite: One of the following: Course 116, East Asian Studies 101, or Gender and Women's Studies 103; or permission of the instructor. This is a designated Writing course. *A.M. Davis*

HISTORY 427 THE CHINESE BODY An exploration of Chinese conceptions of the body, bodily health and illness, vitality and power, healing and medicine past and present. This is the same course as East Asian Studies 427.

This is a designated Writing course. *S. Queen*

HISTORY 440 POPULAR CULTURE IN EARLY MODERN EUROPE The attempt of European elites to discipline and suppress popular and traditional festivities, rituals, and beliefs. The significance of the witch craze, popular religion, and popular forms of protest and resistance.

Open to sophomores, juniors, and seniors. This is a designated Writing course. *M. Forster*

HISTORY 441 THE FRENCH REVOLUTION The causes, course, and consequences of the French Revolution from 1789 through the Napoleonic Era. Focus on the collapse of the monarchy, the Reign of Terror, and the rise of Napoleon.

Open to sophomores, juniors, and seniors. *M. Forster*

HISTORY 443 DEATH, DYING, AND THE DEAD Common readings and directed research in the history of responses to death and dying, images of the afterlife, and relations between the living and the dead in the Western tradition: ancient Egypt and Mesopotamia to the present.

Open to senior history majors, and to others with a strong background in Near Eastern or Western civilizations. *F. Paxton*

HISTORY 447 ISLAM IN RUSSIA: SOURCES, APPROACHES, DEBATES An examination of Russia's unique position as part of the Muslim world, with an emphasis on the modern era (1700 to the present). Topics include connections between Islam and Russian imperialism, cross-border Islamic networks, and the variety of Muslim experiences under Russian rule. Focus on recent historiographical and methodological debates. This is the same course as Slavic Studies 447.

This is a designated Writing course. *E. Kane*

HISTORY 448 HUMAN TRAFFICKING: PROSTITUTION AND SEX-SLAVERY IN NORTHEAST ASIA, WESTERN EUROPE, AND THE U.S. SINCE 1850 An examination of recent public debates regarding human trafficking within an historical context. The course explores socio-political relationships between sex trafficking, public health polities, and the projects of modern nation- and empire-building. This analysis is limited to sexual exploitation and (usually non-voluntary) prostitution. This is the same course as Gender and Women's Studies 448.

Open to junior and senior majors in History, East Asian Studies, and Gender and Women's Studies; and to others with permission of the instructor. This is a designated Writing course. *A.M. Davis*

HISTORY 449 J.R.R. TOLKIEN: PHILOLOGIST, MEDIEVALIST, CATHOLIC HUMANIST An examination of Tolkien's professional life, personal experiences, and scholarly and popular writings. Emphasis on how his service during World War I, profound spirituality, and love of and desire to (re-)create language and myth shaped his literary production, from his critical essay on *Beowulf* to the *Lord of the Rings*.

This is a designated Writing course. *M. Mullane*

HISTORY 450 LATIN AMERICAN IMMIGRATION AND MIGRATION The movement of people within Latin America and of Latin Americans abroad. Topics include Iberian colonization; the African Diaspora; Asian, German and Jewish immigrants; rural-to-urban migration; and Latin Americans in the United States and Connecticut, including migrant labor, bilingual education, gender roles, racism, and transnational identity. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. This is the same course as American Studies 450.

Open to sophomores, juniors, and seniors. *L. Garofalo*

HISTORY 450f LATIN AMERICAN IMMIGRATION AND MIGRATION (In Spanish) This optional section of History 450f will meet for additional hour each week to discuss supplemental texts in Spanish. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 450f must concurrently register for Course 450. *L. Garofalo*

HISTORY 453 HISTORY OF SEXUALITY IN THE U.S. Through social history and queer theory, the course will chart the idea that sex has a history and examine how the study of sexuality connects with larger themes in U.S. social, political, and cultural history. Topics include reproduction, birth control, prostitution, sexual health and disease, interracial sexualities, same-sex relationships, and heterosexuality. This is the same course as American Studies/Gender and Women's Studies 453.

Open to junior and senior majors in History and American Studies, and to others with permission of the instructor. *J. Manion*

HISTORY 454 THE REAGAN REVOLUTION: AMERICAN CONSERVATISM, 1940–1990 To understand the rise of Ronald Reagan and his ongoing legacy—indeed, to make sense of ongoing debates about the nature of conservatism—this seminar explores broader historical questions about progressivism, conservatism, the welfare state, the cold war, popular culture, the media, and the presidency. This is the same course as American Studies 454.

Open to juniors and seniors who have taken a course in United States history. This is a designated Writing course. *G. Heefner*

HISTORY 456 IMMIGRATION AND MIGRATION IN MEXICO An examination of how gender, race, and economics shape Mexico's internal migration and international immigration experiences, including the displacements and emigration of indigenous peoples. Uses oral history and covers the origins of Mexico's black, Jewish, and Chinese populations. This course is taught in the SATA Oaxaca program only.

Open to juniors and seniors. This is a designated Writing course. *L. Garofalo*

HISTORY 458 SOUTH OF CANADA IS THE MASON-DIXON LINE: THE CIVIL RIGHTS MOVEMENT IN THE NORTH, 1925–1975 This course examines the civil rights struggle in the North and the Black Power Movement. Students explore the role played by local black professionals and members of the working class, who participated in local movements and fought to eradicate de facto segregation in housing, education, employment, and public accommodations. This is the same course as American Studies 458.

Open to juniors and seniors. *D. Canton*

HISTORY 459 ENVIRONMENTAL HISTORY OF THE U.S. SOUTH The history of the ecology and climate of the southern United States. Particular emphasis on the interaction between environmental factors and labor production, migration, disease, urbanization, natural disaster, agriculture, political activism, and tourism. This is the same course as Environmental Studies 493J, 494J.

Open to sophomores, juniors, and seniors. *J. Downs*

HISTORY 460 THE BLACK FREEDOM STRUGGLE 1946–1968 This seminar examines the history of the modern civil rights movement. In addition to traditional leaders such as Dr. Martin Luther King, Jr., this course explores the contributions of lesser-known figures such as Ella Baker, and the impact of local movements. This course studies civil rights activity in northern cities, and examines the tensions of class, "black middle-class respectability," and gender in the black community. *D. Canton*

HISTORY 461 19TH CENTURY AFRICAN AMERICAN POLITICAL AND SOCIAL THOUGHT An examination of the writings and speeches of major 19th century African American leaders, including Douglass, Stewart, DuBois, Crummell, and Wells. Themes include emigration, black nationalism, black conservatism, black capitalism, and civil rights agitation. This course investigates proactive and reactive tendencies in 19th century African American thought. *D. Canton*

HISTORY 463 CITY UPON THE HILL: SEVENTEENTH-CENTURY NEW ENGLAND AND AMERICAN IDENTITY A study of early New England society. Topics include Puritan religious practices, democracy and town meetings, the seafaring and merchant economy, family patterns and sexual mores, and modern legacies of this tradition.

Open to sophomores, juniors, and seniors. This is a designated Writing course. *L. Wilson*

HISTORY 465 THE GLOBALIZATION OF AMERICAN CULTURE SINCE 1945 This is the same course as American Studies 465. Refer to the American Studies listing for a course description.

HISTORY 467 THE HISTORY AND POLITICS OF RACISM AND PUBLIC HEALTH The relationship between racism and public health and medicine from slavery through the 20th century. Topics include racism and the construction of epidemics; the Tuskegee experiments; tuberculosis and urban life; gender, sexuality and AIDS; reproductive rights and poverty; and the origin of black people's systems of health care and support. *J. Downs*

HISTORY 468 RACE AND SEX IN EARLY AMERICA An exploration of questions of race, class, gender, and sexuality in Early America from the settlement of Jamestown in 1607 through the post-revolutionary period two hundred years later. Students will examine the experience of historical subjects who existed on the margins of the social and political order such as Native Americans, African-American slaves, poor people, women of all races, and free African Americans. This course will also examine the cultural production of images, language, and symbols that gave meaning to categories of identity and difference, particularly those of race and gender. This is the same course as American Studies/Gender and Women's Studies 468.

This is a designated Writing course. *J. Manion*

HISTORY 472 APOLOGIZING FOR HISTORY This course examines the late twentieth century transnational phenomenon of state apology for historical events. The focus revolves around debates in Japan, Germany, and the United States. Comparisons to other regions will be made as well. *Staff*

HISTORY 474 THE ATOMIC AGE An exploration of the global nuclear age from 1945 to the present. The course considers the ways in which people and governments have responded to the threat of nuclear war and global extinction, as well as the dangers of nuclear proliferation and issues associated with nuclear energy. This is the same course as American Studies 474.

Open to junior and senior history and American studies majors, and to others with permission of the instructor. *G. Heefner*

HISTORY 491, 492 INDIVIDUAL STUDY

HISTORY 495 HONORS STUDY (see description under Course 497)

HISTORY 497–498 HONORS STUDY

HISTORY 497 HONORS STUDY (SEMINAR) A seminar in research techniques, historiography, and historical methodology. Students who successfully complete the seminar may enroll the following semester in Course 498 and complete an honors thesis. Students who successfully complete the seminar but who do not enroll in Course 498 will receive credit for Course 495. Course 497 is required of all first-semester honors students in history.

Permission of the instructor is required. Enrollment limited to senior history majors.

HISTORY 498 HONORS STUDY

Course 497 is prerequisite to Course 498.

Human Development

Professor: Dunlap; Associate Professor: Bhatia; Assistant Professor: Akai; Associate Professor Fredricks, *chair*

The Major in Human Development

The major consists of at least eleven courses, including Courses 111; 201; 204; 225; 306 or 321; two additional 300-level courses; one 400-level course; Biology 105 or Psychology 101; Mathematics 107 or 206; and one of the following: American Studies/History 201; Gender and Women's Studies 224; Hispanic Studies 320; Psychology 203, 325, 326, 341; Sociology 223, 262, or 493B, 494B; a freshman seminar taught by a faculty member in human development; or an elective at or above the 200 level that is approved by the adviser. Students should complete Biology 105 or Psychology 101, Mathematics 107 or 206, and Human Development 201 by the end of the sophomore year. Students who are double majors in Human Development and Psychology may use Psychology 201 to replace Mathematics 107 or 206 in the major. Students who are double majors in Human Development and Anthropology, or Psychology, or Sociology may request that Anthropology 381, or Psychology 202, or Sociology 354 be substituted for Course 201.

The Minor in Human Development

The human development department offers a minor with a specific focus on social policy affecting children and families. The minor consists of courses 103, 111, 304, and 306 or 321, and one from the following: Economics 247; Government 233, 262; Psychology 206, Sociology 223, or 264 or an elective at or above the 200 level that is approved by adviser.

Advisers: C. Akai, S. Bhatia, M. Dunlap, J. Fredricks

Learning Goals in the Human Development Major

The major in Human Development offers students an in-depth investigation of how individuals grow and change within their familial, cultural, and social contexts. Human Development is an interdisciplinary major that integrates knowledge from anthropology, biology, economics, education, history, medicine, psychology, and sociology. Coursework allows students to examine and explore the impact of globalization, demographic and policy changes, racial identity, risk and resiliency, and the media. The Connecticut College Children's Program (CCCP), an NAEYC accredited early childhood program, allows students to extend their learning outside of the classroom. All majors participate in service learning at the CCCP as well as at placements with other New London community partners (*e.g.*, social service agencies, government agencies, and school systems).

Deep Knowledge Base

- Students will acquire an in-depth knowledge of key theoretical perspectives and paradigms.
- Students will analyze and interpret data using quantitative and qualitative methodologies.

Critical Thinking, Reading, and Writing

- Students will use multiple disciplinary perspectives to evaluate theories, concepts, readings, and experiential learning.

- Students will formulate clearly articulated arguments in writing and speech (*e.g.*, oral presentations, discussions).

Analysis of Diverse Social and Cultural Contexts

- Students will acquire knowledge of individual differences in the range and patterns of development across the lifespan.
- Students will examine the critical role that culture (including gender, race, socioeconomic status), and power relations play in shaping human development across the lifespan.

Theoretical and Experiential Learning

- Students will create intellectual linkages between classroom learning and community based experiences.

Courses

HUMAN DEVELOPMENT 103 CHILDREN'S RIGHTS AND PUBLIC POLICY Selected public policies and laws that affect children's rights, with special attention to the historical context of contemporary policies and law. Topics include divorce, child abuse, education, healthcare, and juvenile justice. This is the same course as Gender and Women's Studies 102.

Enrollment limited to 35 students. Offered spring semester. *J. Fredricks*

HUMAN DEVELOPMENT 111 INTRODUCTION TO HUMAN DEVELOPMENT Sequences and patterns of growth and development throughout the life-span. All sections provide an introductory survey of human development; each section focuses on a topic as an integrative theme. Topics are subject to change annually. Community service learning is required.

Enrollment limited to 30 students. This course satisfies General Education Area 3. *C. Akai, S. Bhatia, M. Dunlap, J. Fredricks, Staff*

HUMAN DEVELOPMENT 201 OBSERVATIONAL METHODS Methods of observing children and adults in different social and cultural settings. Particular attention to the nature of ethnographic information obtained from community based field work.

Two lectures; two laboratory hours. Enrollment limited to 30 students. Offered spring semester. This is a designated Writing course. *S. Bhatia*

HUMAN DEVELOPMENT 204 CHILDREN IN LEARNING ENVIRONMENTS Theory and research on learning during early childhood with particular reference to the role of home, school, community and other learning environments for children, including those with diverse backgrounds and abilities.

Two lectures; three hours of supervised work at the department Children's Program. *Prerequisite*: Course 111. Enrollment limited to 30 students. Offered fall semester. This is a designated Writing course. *C. Akai*

HUMAN DEVELOPMENT 225 INDIVIDUAL DIFFERENCES IN DEVELOPMENT A study of the range of and variation in patterns of development in children and youth and their familial, medical, societal, and educational consequences. Consideration of etiology, contemporary treatment, policy and intervention approaches. Community service learning at the Children's Program is required.

Two lectures; three hours of supervised work at the department Children's Program. *Prerequisite:* Course 204 for Human Development majors, or Education 223 for Education Certificate students. Enrollment limited to 30 students. Offered spring semester. *C. Akai*

HUMAN DEVELOPMENT 302 SOCIAL AND PERSONALITY DEVELOPMENT Theory and research in human personality and social development. Topics include attachment, altruism, aggression, issues of diversity, gender and cultural role development, and family and social influence. Community service learning is required.

Prerequisite: One from among the following: Course 201; one 200-level course in anthropology, psychology, or sociology. Enrollment limited to 20 students. Offered fall semester. This is a designated Writing course. *M. Dunlap*

HUMAN DEVELOPMENT 304 CHILDREN AND FAMILY SOCIAL POLICIES Child and family policies. An examination of contemporary social and legal issues which affect children and their families. This is the same course as Gender and Women's Studies 304.

Prerequisite: Course 103 and one 200-level course in human development, government, psychology, or sociology. Enrollment limited to 20 students. Offered fall semester. This is a designated Writing course. *J. Fredricks*

HUMAN DEVELOPMENT 306 LANGUAGE, NARRATIVE, AND SELF A survey of theories and research in language development emphasizing the role of narrative in socialization, especially moral development and the development of personhood. An examination of the various cultural/narrative sources that children and families from diverse backgrounds draw on when constructing moral meanings about their own and others' actions.

Prerequisite: Any 200-level course or permission of the instructor. Enrollment limited to 20 students. Offered fall semester. This is a designated Writing course. *S. Bhatia*

HUMAN DEVELOPMENT 307 ADOLESCENT DEVELOPMENT Psychological, social, cognitive, and physical aspects of adolescence and youth with emphasis on the distinctive character of personal experience during this period. Topics examined include autonomy, identity, sexuality, substance abuse, delinquency, morality, and educational and career choice. Community service learning with adolescents is required.

Prerequisite: A 200-level course in anthropology, human development, psychology, or sociology. Education 223 is required for students earning a secondary education certificate. Enrollment limited to 20 students. This is a designated Writing course. *J. Fredricks*, *M. Dunlap*

HUMAN DEVELOPMENT 314 MEDIA, SELF, AND SOCIETY This course employs a developmental perspective to study how individual's identities are shaped by media. A life-span perspective is used to discuss how children, youth and families from diverse backgrounds interpret media narratives about violence, gender, race, body images, sexuality, and sports to construct their life-stories.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 20 students. This is a designated Writing course. *S. Bhatia*

HUMAN DEVELOPMENT 321 CHILDREN AND FAMILIES IN A MULTICULTURAL SOCIETY Influences such as culture, ethnicity, socio-economic status, gender, and societal inequity and racism on families and on children's growth and development; emphasis on contemporary issues related to families and children in a diverse society. Issues include child rearing, education, and media influences. Community service learning is required.

Prerequisite: One course in human development, anthropology, or sociology. Enrollment limited to juniors and seniors. Enrollment limited to 20 students. Offered spring semester. This is a designated Writing course. *M. Dunlap*

HUMAN DEVELOPMENT 325 LIFE-SPAN HUMAN DEVELOPMENT An advanced level study of human life-span development. Classical and contemporary theories and research examined in original reading and critical commentary from the following fields: developmental psychology, biological psychology, cultural psychology, anthropology and sociology. Issues may include parent-child communication, bicultural families, and biological and cognitive aspects of the life-cycle.

Prerequisite: Courses 111 and 201; or Psychology 101 and 102; or Government 250. Enrollment limited to 20 students. This is a designated Writing course. *S. Bhatia*

Advanced Study Seminars

HUMAN DEVELOPMENT 402 SOCIAL AND PERSONALITY DEVELOPMENT RESEARCH An advanced study of literature, research, and methods, with supervised research on topics such as self-concept and self-esteem development, social coping, resiliency, and development of appreciation of similarities and differences as they relate to children and families.

Prerequisite: Courses 201, 302, and one of the following: Mathematics 107, 206, Psychology 201, Sociology 354, or Anthropology 381; permission of the instructor is required. Enrollment limited to 16 students. This is a designated Writing course. *M. Dunlap*

HUMAN DEVELOPMENT 406 DEVELOPMENTAL RESEARCH IN LANGUAGE: ETHNOGRAPHY, SOCIALIZATION, AND THE CONSTRUCTION OF SELF AND IDENTITY Examination of the role that different communicative and language socialization practices play in understanding how diverse families and children co-construct meanings about self and other relationships. Supervised ethnographic observation project/research in school or in the community.

Prerequisite: Courses 201, 306, and one of the following: Mathematics 107, 206, or Psychology 201. Enrollment limited to 16 students. This is a designated Writing course. *S. Bhatia*

HUMAN DEVELOPMENT 408 CHILD MALTREATMENT A study of developmental trajectories resulting from childhood abuse and neglect within the family, including the intergenerational transmission of parenting ideologies. This course also explores early intervention and prevention strategies for families with high levels of maltreatment risk. Students will engage in directed research projects. This is the same as Gender and Women's Studies 408.

Prerequisite: Any course in statistics or permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *C. Akai*

HUMAN DEVELOPMENT 414 ADULTHOOD AND AGING: SOCIAL RESEARCH, POLICY AND PRACTICE Exploration of aspects of social research, policy and practice as applied to middle aged and older adults. Mental health and well being, psychosocial considerations, economic factors and ethical issues across the mid to later life span will be explored. Requirements will include participation in on-going research, opportunities to observe applied research and policy work, and the construction of a research proposal.

Prerequisite: Course 325 and one of the following: Mathematics 107, 206, or Psychology 201. Enrollment limited to 16 students. This is a designated Writing course. *Staff*

HUMAN DEVELOPMENT 415 SOCIAL POLICY ANALYSIS IN URBAN AMERICA Advanced study of contemporary public policies in Urban America. Topics include educa-

tion, economic development, health care, welfare reform, child care, and parenting. Requirements include development of a research proposal on a selected topic in public policy.

Prerequisite: Course 201 and one 300-level Human Development course; and one of the following: Mathematics 107, 206, or Psychology 201; or permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *J. Fredricks*

HUMAN DEVELOPMENT 416 GLOBALIZATION, CULTURE, AND IDENTITY This course focuses on how globalization impacts the development of children, youth, and families residing in Asia, Africa, Europe, and North America. The course utilizes inter-disciplinary research to explain how global media flows, social movements, terrorism, migration, and sweatshops are re-configuring the social and cultural identities and families.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *S. Bhatia*

HUMAN DEVELOPMENT 291, 292 INDIVIDUAL STUDY Proposals for Individual Study are initiated by the student and take the form of directed reading or research. A student who wishes to do an Individual Study must get approval from a faculty adviser and present a formal proposal to the department in the first week of the semester in which the study is to be done. This is a designated Writing course.

HUMAN DEVELOPMENT 391, 392 INDIVIDUAL STUDY This is a designated Writing course.

HUMAN DEVELOPMENT 491, 492 INDIVIDUAL STUDY Advanced individual study options. This is a designated Writing course.

HUMAN DEVELOPMENT 295, 296 FIELD WORK Supervised work in a human service setting. Students will work 8–10 hours per week under the supervision of a professional within the setting and will write a term paper analyzing the experience from a theoretical perspective under the direction of a faculty member.

Prerequisite: Course 204. Permission of the supervising faculty member; permission of the supervising agency; and approval of the department. Students anticipating enrollment should contact the supervising faculty member no later than the third week of the semester preceding the anticipated enrollment. This course may be taken for two semesters only with permission of the department.

HUMAN DEVELOPMENT 495, 496 FIELD WORK Advanced Field work option.

HUMAN DEVELOPMENT 497–498 HONORS STUDY Proposals for Honors Study must be submitted to the department in the spring of the junior year. See faculty adviser for details. This is a designated Writing course.

Italian

Associate Professor: Sica; Visiting Instructors: Patton, Riccardi; Lecturer: Morelli; Professor Proctor, *chair*

The Major in Italian Studies

The major in Italian Studies consists of nine courses beyond Courses 101 and 102. These must include 201, 202, and 302; either 250 or 260; one 300- or 400-level course in Renaissance

Italian literature and culture; one 300- and one 400-level course in modern or contemporary Italian literature and culture, both conducted in Italian. Under exceptional circumstances, equivalent courses may be substituted with permission of the department.

Students majoring in Italian Studies are required to spend at least one semester during the junior year in Italy. Under exceptional circumstances, the department may approve a summer program in Italy or the United States.

Advisers: R. Proctor, P. Sica

The Minor in Italian Studies

The minor in Italian Studies consists of five courses beyond Courses 101 and 102. These must include 201, 202, and 302; either 250 or 260; and at least one course at the 300- or 400-level conducted in Italian. Under exceptional circumstances, equivalent courses may be substituted with permission of the department.

Students majoring or minoring in Italian Studies are encouraged to complement the program offered by the Italian Department with appropriate courses from other disciplines.

Learning Goals in the Italian Studies Major

The major in Italian Studies consists of 9 courses beyond Elementary Italian, and includes language course at the Intermediate and Advanced level, and courses on Dante, the Renaissance, and modern and contemporary Italian literature and culture.

Language Proficiency

By the end of the course of study at Connecticut College, including at least one semester of study in Italy, students majoring in Italian will have reached an advanced knowledge of Modern Standard Italian. Students will be able to express themselves fluently and effectively in a wide range of social, academic and professional situations. Students will be able to read and understand complex literary and technical texts on both concrete and abstract topics. Students will be able to produce different types of texts (descriptive, discursive, argumentative, and persuasive) in a well organized and cohesive manner. Students with no prior knowledge of the language will start by taking courses at the elementary level (Italian 101 and 102) and progress through the intermediate series (Italian 201 and Italian 202) up to the upper intermediate more specialized courses (Italian 250 and Italian 260) which focus respectively on developing advanced writing skills and advanced oral skills as well enriching students' vocabulary with a wide range of specialized terms and expressions. Finally, students will be able to develop an appreciation for the linguistic variety of Italy by recognizing some of the main regional language varieties spoken across the country.

Cultural Proficiency And Life Style

The emphasis shifts in courses at the 300 and 400 level from mastery of the Italian language to mastery of the kind of critical thinking and historical and cultural knowledge one needs to understand and appreciate Italy. Students who take upper-level courses in Italian will be able to analyze literary texts, films, and images after being exposed to various forms of critical reading. They will know basic methods for doing research, such as how to search for articles and books, and how to write a bibliography. And they will be able to write short critical essays. At the end of their Italian studies Connecticut College students will have acquired a broad knowledge of the major periods of Italian history and culture. Inspired by this knowledge, they will have also gained a love of Italy, and a desire to her language and culture a part of their lives.

Courses

Italian Language and Literature

ITALIAN 101, 102 ELEMENTARY ITALIAN Promotes basic understanding, speaking, reading, and writing while presenting Italian culture through video documents, literature, songs, and films. Three meetings a week, and three hours a week of language laboratory.

Open only to students with less than two years of Italian at entrance. Enrollment limited to 20 students per section. *F. Morelli, E. Riccardi, C. Patton, R. Proctor, P. Sica*

ITALIAN 201 INTERMEDIATE ITALIAN I: SGUARDO SULL'ITALIA Develops basic language skills through grammar review and vocabulary building while introducing topics in Italian culture such as fashion and design, regional cultures, travel, migration, the American influence in Italy, and the role of Italy in Europe. Resources for class activities vary from year to year, and may include films, videos songs, journal articles, and literature.

Prerequisite: Recommended to students with three years of Italian at entrance, or Courses 101 and 102. Enrollment limited to 20 students. Offered every year, first semester. This is a designated Writing course. *P. Sica*

ITALIAN 202 INTERMEDIATE ITALIAN II: PASSIONI ITALIANE Develops proficiency in listening, reading, speaking, and writing through topics in Italian culture such as regional traditions and food, youth culture, opera, art, sport, literature, cinema, and politics. May include discussions, presentations, compositions, translations, comprehension exercises, and revisions of complex grammatical patterns. Provides preparation for Italian upper level courses.

Prerequisite: Course 201 or permission of the instructor. Enrollment limited to 20 students. Offered every year, second semester. This is a designated Writing course. *P. Sica*

ITALIAN 250 ADESSO SCRIVIAMO! WRITING IN ITALIAN Develops writing skills through guided activities and assignments ranging from journals, summaries, essays, and reviews. Samples of different writing styles will be provided by original material from newspapers, magazines, the internet, literature, and film. Opportunities for morpho-syntactic analysis and some grammar review.

Prerequisite: Course 202 or permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *F. Morelli*

ITALIAN 260 ATTUALITÀ IN ITALIA: CONVERSAZIONE Aims at refining oral expression in Italian through discussions of current events, social issues and Italian politics. Extensive exposure to Italian media provides students with an understanding of the Italian perspective on current topics. Essays and oral presentations will promote practice for advanced speaking and writing skills.

Prerequisite: Course 202 or permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *F. Morelli*

ITALIAN 301 THE CITIES OF ITALY: ROME, FLORENCE, AND VENICE Study and discussion of the history and culture of Rome, Florence, and Venice.

Prerequisite: Course 202 or permission of the instructor. Either Course 250 or 260 is recommended for students who have not completed their junior year/semester in Italy. Enrollment limited to 20 students. This course satisfies General Education Area 4. *R. Proctor*

ITALIAN 302f DANTE This optional section of Course 302 will meet for an additional hour each week to discuss supplemental texts in Italian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students

electing Course 302f must concurrently register for Course 302. Formerly Italian 401f; cannot receive credit for both courses. *R. Proctor*

ITALIAN 315 THE ITALIAN LANGUAGE: HISTORY, USAGE, AND STRUCTURE A study of the linguistic structure and usage of Modern Standard Italian and other dialects spoken in Italy. The course considers the development of the Italian language from its Latin origins to the present day, through important historical events and literary works.

Prerequisite: Course 202 or permission of the instructor. Either Course 250 or 260 is recommended for students who have not completed their junior year/semester in Italy. Enrollment limited to 16 students. *F. Morelli*

ITALIAN 316 IDENTITY AND PLACE IN ITALIAN CULTURE A study of identity formation within cultural geography through modern and contemporary literature, film, folk tales, and songs. Discussion topics include ethnicity, nationalism, gender, class, and migration. Works by Grazia Deledda, Dacia Maraini, Primo Levi, Tahar Ben Jelloun, Marco Bellocchio, and Roberta Torre may be studied.

Prerequisite: Course 202 or permission of the instructor. Either Course 250 or 260 is recommended for students who have not completed their junior year/semester in Italy. Offered alternating years. Enrollment limited to 16 students. This course satisfies General Education Area 4 and is a designated Writing course. *P. Sica*

ITALIAN 317 CONTEMPORARY ITALIAN LITERATURE AND FILM Survey of dominant trends in Italian literature and film since the 1950s in their cultural and historical context, with an emphasis on questions of identity, gender, and aesthetics. Writers and film directors may include Pier Vittorio Tondelli, Amelia Rosselli, Salah Methnani, Gabriele Muccino, and Ferzan Ozpetek.

Prerequisite: Course 202 or permission of the instructor. Either Course 250 or 260 is recommended for students who have not completed their junior year/semester in Italy. Offered alternating years. Enrollment limited to 16 students. This course satisfies General Education Area 4 and is a designated Writing course. *P. Sica*

Prerequisite for all 400-level courses in Italian (except 493, 494): one 300-level course or permission of the instructor

ITALIAN 405f MODERNISMS AND MODERNITY This optional section will meet for an additional hour each week to discuss supplemental texts in Italian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 405f must concurrently register for Italian 405.

ITALIAN 406 CULTURE OF MODERNITY This course covers topics similar to those considered in course 405, but is conducted in Italian. Students may not receive credit for both courses 405 and 406.

Prerequisite: One 300-level course in Italian or permission of the instructor. Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 16 students. This course satisfies General Education Area 4 and is a designated Writing course. *P. Sica*

ITALIAN 408f THE RENAISSANCE IN ITALY This optional section of Course 408 will meet for an additional hour each week to discuss supplemental texts in Italian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 408f must concurrently register for Course 408. *R. Proctor*

ITALIAN 409f THE LATE RENAISSANCE: ART, SCIENCE, AND RELIGION This optional section of Course 409 will meet for an additional hour each week to discuss supplemental texts in Italian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 409f must concurrently register for Course 409.

Open to students with three years of Italian or permission of the instructor. *R. Proctor*

ITALIAN 416f ITALIAN FILM AND LITERATURE This optional section of Course 416 will meet for an additional hour each week to discuss supplemental texts in Italian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 416f must concurrently register for Course 416. *P. Sica*

ITALIAN 417 ITALIAN FILM AND LITERATURE: FROM NEOREALISM TO THE PRESENT This course covers topics similar to those considered in Course 416, but is conducted in Italian. Students may not receive credit for both Courses 416 and 417.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *P. Sica*

ITALIAN 493, 494 ADVANCED STUDY SEMINAR

Open to juniors and seniors, and to others with permission of the instructor. *Staff*

In English

For courses taught in English, Italian majors and minors and Italian Studies majors and minors will be required to do the reading in Italian. Moreover, if these courses include an extra hour taught in Italian, Italian majors and minors will be required to attend it.

ITALIAN 216 IN SEARCH OF BEAUTY A discussion of the Renaissance's understanding of beauty and its relationship to beauty and to truth. Readings of Italian Renaissance authors combined with on site study of architecture, painting, and sculpture in Florence, the birthplace of the Renaissance. This course is taught in the SATA Florence program only.

Enrollment limited to 30 students. This course satisfies General Education Area 4. *R. Proctor*

ITALIAN 302 DANTE A study of *The Divine Comedy*. Course 302 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Italian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Formerly Italian 401; cannot receive credit for both courses.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *R. Proctor*

ITALIAN 405 MODERNISMS AND MODERNITY An introduction to recent critical debates on Modernism and modernity, and an analysis of works by Modernist Italian authors, their precursors, and their followers. Emphasis on the relation between literature and the following: visual arts, sexual politics, and history. Some reference to Modernist movements developed outside of Italy. Authors may include Sibilla Aleramo, F. T. Marinetti, Benedetta, Italo Svevo, Antonia Pozzi, Eugenio Montale, and others. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Italian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. This course satisfies General Education Area 4 and is a designated Writing course. Enrollment limited to 16 students. Students may not receive credit for both Courses 405 and 406. *P. Sica*

ITALIAN 408 THE RENAISSANCE IN ITALY The course explores one of the most creative periods in human history through the study of the lives and works of famous Renaissance artists, writers, and thinkers. It investigates the material and spiritual environment that fostered their creativity, including the tension between the Judeo-Christian and classical inheritances. Course 408 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Italian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 16 students. This course satisfies General Education Area 4. *R. Proctor*

ITALIAN 409 THE LATE RENAISSANCE: ART, SCIENCE, AND RELIGION A study of Michelangelo (1475–1564) and Galileo (1564–1642), including readings of Michelangelo's poetry and Galileo's prose. Course 409 may include an optional section that will meet for an additional hour each week to discuss supplemental readings. Students participating in the foreign language section will receive one additional credit hour, passed/not passed marking. Students may not receive credit for both Freshman Seminar 148C and Italian 409.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 8 students. This course satisfies General Education Area 4 and is a designated Writing course. *R. Proctor*

ITALIAN 416 ITALIAN FILM AND LITERATURE: FROM NEOREALISM TO THE PRESENT Topics in Italian culture explored through cinema and literature. Films will be discussed in relation to the literary works that inspired them, or in tandem with pertinent literary, cultural, and theoretical materials. Films by Federico Fellini, Liliana Cavani, Pierpaolo Pasolini, Michalangelo Antonioni, Francesca Archibugi, and others. This selection may be supplemented with films by Italo-American directors such as Francis Ford Coppola and Martin Scorsese. Italian majors and minors are required to read the literature in Italian. Students may not receive credit for both Courses 416 and 417. Course 416 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Italian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 16 students. *P. Sica*

ITALIAN 291, 292 INDIVIDUAL STUDY

ITALIAN 391, 392 INDIVIDUAL STUDY

ITALIAN 491, 492 INDIVIDUAL STUDY

ITALIAN 497–498 HONORS STUDY

Linguistics

Professor: Burton; Associate Professors: Bhatia, Lizarralde; Senior Lecturer: King; Lecturer: Morelli.

Linguistics is an interdisciplinary program that focuses on the scientific study of language: its structure, its function in society, and its historical development.

The Minor in Linguistics

The minor in linguistics consists of Linguistics 110 and at least five additional courses selected from the list below. At least three of the courses must be at the intermediate or advanced level, and the minor must be a specific program, not merely an accumulation of courses. The minor is a natural complement to any major in which the nature of language is concerned.

Courses

LINGUISTICS 110: INTRODUCTION TO LANGUAGE AND MIND The nature of human language as studied in modern linguistics. Basic design features of human language and its structural evolution. The course aims to equip students with knowledge essential for studying foreign languages and cognitive science, but also to enhance the study of psychology, anthropology, philosophy, and human development, as well as mathematics and music. This is the same course as English/German Studies/Hispanic Studies 110.

Enrollment limited to 40 students. This course satisfies General Education Area 3. *Staff*

LINGUISTICS 291, 292 INDIVIDUAL STUDY

LINGUISTICS 391, 392 INDIVIDUAL STUDY

LINGUISTICS 491, 492 INDIVIDUAL STUDY

Other Courses in the Linguistics Program

Anthropology 314	Language and Symbolism
Computer Science 110	Introduction to Computer Science and Problem Solving
Computer Science 316	Artificial Intelligence
Hispanic Studies 325	Foreign Language Methodology
Human Development 306	Language, Narrative, and Self
Mathematics 210	Discrete Mathematics
Philosophy 103	Logic

Mathematics

Professors: Baird, McKeon; Associate Professors: Balasuriya, Hammond; Assistant Professor: Johnson; Senior Lecturer: Robertson; Professor Susskind, *chair*

The Major in Mathematics

The mathematics major consists of five core courses (210, 212, 226, 301, and 303), as well as the mathematics seminar (495) and additional mathematics courses based on the track or concentration.

Students selecting the general track must take four additional courses: one course from 309, 317, 402, or 404; one elective at the 200 level or higher; and two further electives at the 300 level or higher.

Students selecting the statistics concentration must take five additional courses: 207, 208, 316, 317, and one elective at the 300 level or higher.

All mathematics majors are strongly encouraged to take at least one course in computer science. Students planning to attend graduate school in mathematics or statistics should consult with their adviser to develop an appropriate course of study.

Advisers: B. Baird, S. Balasuriya, G. Chandler, C. Hammond, K. McKeon, P. Susskind

The Minor in Mathematics

The minor in mathematics consists of a minimum of five courses: 113 (or 114), 212, 226, and two additional mathematics courses at the 200 level or higher. Students may, in consultation with their adviser, substitute appropriate courses at the same level or higher. Advanced Placement credit may only be counted toward the minor under exceptional circumstances, with permission of the department.

The Minor in Applied Statistics

The interdisciplinary minor in applied statistics is designed to help students develop a broad understanding of methods for collecting, analyzing, and interpreting data. Students learn the fundamental principles of statistics, experiment with techniques for examining and drawing conclusions from data, and study concrete applications of statistics to a variety of fields.

The minor consists of five courses chosen from the following: Mathematics 107, 111, 112, 113, 114, 206, 207, 208, 212, 316, 317; Economics 230, 354; Psychology 201, 202, 407; Biology 208, 307; Botany 315. An individual study involving a substantial statistical component may also serve as one of the five courses. Students must take at least one two-course sequence in mathematics (either 207, 208 or 316, 317) and at least one course from a department other than Mathematics. No more than one calculus course (Mathematics 111, 112, 113, 114, or 212) and one introductory statistics course (Mathematics 107, 206, or Psychology 201) may be counted toward the minor; students may not use Advanced Placement credit as a substitute for more than one course. Mathematics majors may not minor in applied statistics, but are encouraged instead to select the statistics concentration within the major.

Students considering graduate study in statistics or in quantitative areas of other fields are strongly advised to take Mathematics 212, 226, and 301.

Advisers: P. Barnes (Biology), G. Chandler (Mathematics), J. Nier (Psychology), Y. Park (Economics)

Learning Goals in the Mathematics Major

Mathematics majors are expected to master a significant body of material, including differential and integral calculus of one and several variables, discrete mathematics, and linear algebra. Upper-level courses in abstract algebra, real and complex analysis, and probability provide the theoretical underpinnings for much of modern mathematics, both pure and

applied, including techniques and concepts encountered in earlier courses. Students also take a variety of electives, chosen to reflect their own interests, to represent the breadth of the discipline, and to introduce connections to other subjects. These electives may include differential equations, graph theory, mathematical methods for the physical sciences, theory of computation, topology, mathematical statistics, and a variety of other topics. Students may select a specialized course of study that leads to a concentration in statistics. Students are also exposed to a variety of special topics through colloquia and seminar talks sponsored by the department. All students are expected, at some point during their junior or senior year, to give a talk at the departmental seminar on a topic they have independently researched under the guidance of a faculty member. Many majors further develop their mathematical and expository skills by working as student tutors in the Math Help Center.

Mathematics majors acquire a substantial body of mathematical knowledge, become proficient with a wide array of problem-solving techniques, and develop an awareness and appreciation for the vast scope of the discipline. Successful majors are able to employ the techniques they have learned, aided by technology when appropriate, to solve problems in mathematics itself, in statistics, and in a number of other fields, including computer science, the natural and social sciences, engineering, and finance. The techniques and arguments they employ may be geometric, algebraic, analytic, graphical, probabilistic, or statistical, and may include constructing mathematical models. Students also develop the ability to communicate their solutions cogently, both orally and in writing. Most importantly, successful majors learn to construct valid mathematical proofs; that is, to make rigorous arguments to prove or disprove mathematical conjectures. All of these skills help prepare students for a wide variety of potential careers (such as secondary education, financial services, and information technology), as well as graduate study in a number of disciplines (including mathematics, applied mathematics, and statistics).

In summary, students will be able to:

- Acquire a comprehensive knowledge of the fundamental concepts underlying the discipline of mathematics, as well as material from specific courses of their own selection.
- Use mathematical methods and skills to solve a wide variety of problems, both within mathematics and in other disciplines.
- Analyze and prove mathematical statements, effectively communicating their ideas both orally and in writing.
- Become fluent with increasing levels of mathematical abstraction.
- Master sophisticated techniques from advanced courses.
- Attend and participate in talks from both local and visiting mathematics faculty on advanced topics.
- Research new topics independently, analyze them, and present them in a cogent way to their peers and professors.

Courses

MATHEMATICS 105 INTRODUCTION TO MATHEMATICAL THOUGHT Mathematics as a creative and evolving discipline. Traditional and modern mathematical concepts presented by surveying different areas in mathematics or focusing on a particular theme such as number theory or mathematics and politics. Focus on mathematical concepts rather than on drill.

Not open to students who have received credit for a college-level mathematics course. Enrollment limited to 30 students. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 107 INTRODUCTION TO STATISTICS An introduction to basic statistical methods and concepts. Topics include exploratory data analysis, experimental design, sampling, inference for means and proportions, regression, and categorical data. Statistical software used to analyze real data. Students may not receive credit for both Courses 107 and 206.

Students with previous credit for a 200- or 300-level course in mathematics must receive permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 108 MATHEMATICS OF MONEY An introduction to elementary mathematical concepts relating to finance, including simple and compound interest, annuities, mortgages, and bonds. Emphasis on the use of mathematics both to understand financial topics and to draw conclusions about them.

Not open to students who have received credit for a college-level mathematics course. Enrollment limited to 30 students. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 110 GRAPH THEORY AND ITS APPLICATIONS An introduction to the use of discrete graphs as modeling tools in a wide variety of applications. Examples include representing chemical compounds, routing snowplows, scheduling courses, sequencing traffic lights, representing data in a computer, describing interpersonal relationships, and solving puzzles and games.

Enrollment limited to 25 students. This course satisfies General Education Area 2. *K. McKeon*

MATHEMATICS 111 CALCULUS WITH PRECALCULUS An introduction to differential and integral calculus, in which the relevant precalculus background is also developed. Topics include functions, limits, derivatives and integrals, along with applications to rates of change, velocity, acceleration, optimization, and area.

Students are encouraged to have a departmental interview to determine the appropriate level at which to enter the calculus sequence. Course 111 is a suitable starting point for students who have had no previous exposure to calculus or who do not have a strong background in mathematics. Enrollment limited to 30 students. Offered second semester. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 112 CALCULUS I An introduction to differential and integral calculus. Topics include functions (both algebraic and transcendental), limits, continuity, derivatives, and antiderivatives; techniques of differentiation and integration; velocity and acceleration, related rates, extremal problems, area, and other applications. Students may not receive credit for both Courses 111 and 112.

Students are encouraged to have a departmental interview to determine the appropriate level at which to enter the calculus sequence. Enrollment limited to 30 students. Offered both semesters. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 113 CALCULUS IIA A continuation of the material introduced in Course 112. Topics include definite and indefinite integrals; further techniques of integration; applications of the definite integral, including area, volume, arc length, and surface area; improper integrals; infinite sequences and series. Students may not receive credit for both Courses 113 and 114.

Prerequisite: Course 112 or permission of the instructor. Students are encouraged to have a departmental interview to determine the appropriate level at which to enter the calculus sequence. Enrollment limited to 30 students. Offered both semesters. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 114 CALCULUS IIB An alternative to Course 113, intended for incoming students with a strong background in calculus. Topics include improper integrals, infinite sequences and series, parametric equations, and polar coordinates. Additional topics may include arc length, surface area, probability, elementary differential equations, and combinatorics. This course is particularly appropriate for students who have received Advanced Placement credit for the Calculus AB examination. Students may not receive credit for both Courses 113 and 114.

Open to freshmen only. Students are encouraged to have a departmental interview to determine the appropriate level at which to enter the calculus sequence. Enrollment limited to 30 students. Offered first semester. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 115 MATHEMATICS FROM A CULTURAL PERSPECTIVE Seminar focusing on the practice of mathematics within different cultural groups and societies, in either historical or contemporary settings. Groups are defined according to ethnic, geographic, or social criteria. Specific themes chosen from concepts such as infinity, number, symbols, and the geometric.

Enrollment limited to 16 students. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 120, 220, 320 SERVICE-LEARNING PRACTICUM IN MATHEMATICS Service in an area school to enhance understanding of a concurrent mathematics course by working with students at an area school for a minimum of two hours per week. Specific projects to teach the students about the subject of the related mathematics course are developed in consultation with the professor and schoolteacher. Students electing Course 120, 220, 320 must concurrently enroll in a four credit mathematics course. Two credit hours. This course may be taken for credit two times.

Permission of the instructor. *Staff*

MATHEMATICS 205 ENVIRONMENTAL MODELING An introduction to the use of mathematics to understand and describe issues relating to the environment. Applications to geophysics (atmospheric carbon content, surface water runoff, pollutant dispersion, resource depletion) and biology (population growth, harvesting, extinction) will be considered. Students will both develop and implement mathematical models. This is the same course as Environmental Studies 205.

Prerequisite: Any calculus course (111, 112, 113, 114, or 212) or permission of the instructor. Enrollment limited to 16 students. *S. Balasuriya*

MATHEMATICS 206 INTRODUCTION TO STATISTICS WITH CALCULUS An introduction to statistics, covering similar topics to Course 107, but for students who have taken a semester or more of calculus. Topics include exploratory data analysis, probability, inference for means and proportions, regression, and categorical data. Weekly computer labs using the statistical software R to analyze real data. Students may not receive credit for both Courses 107 and 206.

Prerequisite: Any calculus course (111, 112, 113, 114, or 212) or permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 2. *G. Chandler*

MATHEMATICS 207 ADVANCED REGRESSION TECHNIQUES An introduction to two-sample comparisons, simple linear regression, multiple regression, model diagnostics, logistic regression for binary response variables and binomial counts, and nonparametric methods. The course employs a case-study approach, with extensive use of the statistical software R to examine real data. Emphasis on problem-solving, as well as the use and interpretation of mathematical models. No knowledge of calculus is required.

Prerequisite: Any introductory statistics course (Course 107, 206, or Psychology 201); or Course 113, 114, or 212; or permission of the instructor. Enrollment limited to 30 students. Offered alternating years. This course satisfies General Education Area 2. *G. Chandler*

MATHEMATICS 208 DESIGN AND ANALYSIS OF EXPERIMENTS An introduction to simple comparative designs, factorial designs, block designs, and post-hoc comparisons. Additional topics chosen from nested designs, repeated measures, and random effects models. The course employs a case-study approach, with extensive use of the statistical software R to examine real data. Emphasis on problem-solving, as well as the use and interpretation of mathematical models. No knowledge of calculus is required.

Prerequisite: Any statistics course (Course 107, 206, 207, 317, or Psychology 201) or permission of the instructor. Enrollment limited to 30 students. Offered alternating years. This course satisfies General Education Area 2. *G. Chandler*

MATHEMATICS 210 DISCRETE MATHEMATICS An introduction to topics in discrete mathematics, including set theory, logic, equivalence relations, mathematical induction, combinatorics, graphs, trees, algorithm analysis, and elementary number theory. Applications to computer science will be considered.

Prerequisite: Any calculus course (111, 112, 113, 114, or 212) or Computer Science 110. Enrollment limited to 30 students. Offered first semester. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 212 MULTIVARIABLE CALCULUS An introduction to vectors in Euclidean spaces, functions of several variables, partial derivatives, multiple integrals, vector fields, and line integrals, culminating with a treatment of Green's theorem. Applications include curvature, tangent planes, volumes, and extremal problems with and without constraints.

Prerequisite: Course 113 or 114, or permission of the instructor. Students are encouraged to have a departmental interview to determine the appropriate level at which to enter the calculus sequence. Enrollment limited to 30 students. Offered both semesters. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 225 ORDINARY DIFFERENTIAL EQUATIONS Techniques for solving first order differential equations and higher order linear equations, including methods involving power series and Laplace transforms. Applications may include exponential growth and decay, physical vibrations, electrical circuits, planetary motion, falling bodies, and population growth.

Prerequisite: Course 113, 114, or 212; or permission of the instructor. Enrollment limited to 30 students. Offered second semester. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 226 LINEAR ALGEBRA An introduction to standard topics in linear algebra, including systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, eigenvalues, and eigenvectors. Applications to calculus, geometry, economics, and the physical sciences may be considered.

Prerequisite: Course 113, 114, or 212; or permission of the instructor. Enrollment limited to 30 students. Offered both semesters. This course satisfies General Education Area 2. *Staff*

MATHEMATICS 232 MATHEMATICS OF FINANCE An introduction to mathematical techniques used to define and analyze securities and investments, including concepts such as cash flow, investments, markets, arbitrage, dynamics, risk aversion, pricing, and hedging.

Prerequisite: Course 113, 114, or 212; or permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 2. *P. Susskind*

MATHEMATICS 301 REAL ANALYSIS I An introduction to the rigorous study of real analysis. Topics include elementary set theory, the real number system, sequences, series, basic topological properties, continuous functions, and derivatives. Additional topics may include metric spaces, uniform convergence, special functions, Riemann integrals, and Stieltjes integrals. Emphasis on understanding and writing mathematical proofs.

Prerequisite: Course 212 and either 225 or 226, or permission of the instructor. Enrollment limited to 30 students. Offered first semester. This is a designated Writing course. *Staff*

MATHEMATICS 303 ABSTRACT ALGEBRA I An introduction to abstract algebraic structures. Topics include groups, subgroups, permutation groups, cosets, homomorphisms, factor groups, rings, rings of polynomials, and fields. Emphasis on understanding and writing mathematical proofs.

Prerequisite: Courses 210 and 226, or permission of the instructor. Enrollment limited to 30 students. Offered second semester. This is a designated Writing course. *Staff*

MATHEMATICS 305, 306 SELECTED TOPICS A study of topics selected from any area of pure mathematics, applied mathematics, or statistics. Topics vary from year to year and may include number theory, chaos and dynamical systems, numerical analysis, or statistical computing. Computer software may be used for research and experimentation. May be repeated for credit.

Prerequisites vary depending on the choice of topics, and will be communicated to students by the department. Enrollment limited to 30 students. *Staff*

MATHEMATICS 309 COMPLEX ANALYSIS An introduction to functions of a complex variable, with particular emphasis on the theory of analytic functions. Topics include the algebraic and geometric structure of the complex number system; the extension of exponential, trigonometric, and logarithmic functions to complex arguments; differentiation and integration in the complex plane; series representations for analytic and meromorphic functions; and the calculus of residues.

Prerequisite: Course 301; or 212 and either 225 or 226; or permission of the instructor. Enrollment limited to 30 students. *Staff*

MATHEMATICS 310 GRAPH THEORY Structure and properties of graphs and their applications. Topics include traversability, trees, connectivity, network flow, graph coloring, chromatic number, and planarity. Discussion of the application of graph theory to computer science, transportation, scheduling, communication, chemistry, and a variety of other fields.

Prerequisite: Course 210. Enrollment limited to 30 students. *K. McKeon*

MATHEMATICS 311 ADVANCED LINEAR ALGEBRA A continuation of the material introduced in Course 226, with emphasis on the underlying mathematical theory. Topics include invariant subspaces, inner product spaces, orthonormal bases, orthogonal projections, linear functionals, adjoints, self-adjoint and normal operators, and the spectral theorem.

Prerequisite: Course 226. Enrollment limited to 30 students. *C. Hammond*

MATHEMATICS 312 MATHEMATICAL METHODS FOR THE PHYSICAL SCIENCES Topics important in both advanced mathematics and the sciences, principally physics. These may include complex functions and power series; multiple integration; change of variables; the Jacobian; elementary Fourier analysis; series solutions of differential equations; orthogonal bases, *e.g.*, Legendre polynomials, and special functions; partial differential equa-

tions, *e.g.*, Laplace's, Poisson's, diffusion or heat flow equations; integral transforms; and physical examples.

Prerequisite: Course 225 and one of Course 226 or Course 212, or permission of the instructor. Enrollment limited to 30 students. *S. Balasuriya, P. Susskind*

MATHEMATICS 314 EUCLIDEAN AND NONEUCLIDEAN GEOMETRY A study of Euclidean and one or more non-Euclidean geometries. The geometric theory, its historical setting, its physical and philosophical implications will all be treated. The purpose of the course will be to clarify the role of Euclidean geometry in mathematics, to introduce the ideas of axiom systems and their central role in mathematics, and to shed further light on the nature of mathematics.

Prerequisite: Course 113 or Course 226, and permission of the instructor. Enrollment limited to 30 students. *P. Susskind*

MATHEMATICS 315 TOPOLOGY An introduction to point-set topology, with emphasis on connections to analysis and geometry. Topics include topological spaces, product spaces, continuous functions, metric spaces, connectedness, compactness, countability conditions, and separation axioms.

Prerequisite: Courses 210 and 301, or permission of the instructor. Enrollment limited to 30 students. *C. Hammond*

MATHEMATICS 316 PROBABILITY A study of the theory relating to problems of randomness and uncertainty. Topics include conditional probabilities, random variables, discrete and continuous distributions, expected value and variance, joint distributions, and the law of large numbers. Applications to a variety of disciplines will be considered. Emphasis on preparation for Course 317.

Prerequisite: Courses 113 (or 114) and 210; or Course 212; or permission of the instructor. Enrollment limited to 30 students. Offered every third semester. *G. Chandler, K. McKeon*

MATHEMATICS 317 MATHEMATICAL STATISTICS An introduction to methods of statistical inference, with emphasis on the underlying mathematical theory. Topics include estimation, hypothesis testing, and modes of convergence.

Prerequisite: Course 316. Enrollment limited to 30 students. *G. Chandler*

MATHEMATICS 323 THEORY OF COMPUTATION An introduction to the classical and contemporary theory of computation, including abstract automata theory, formal languages, computability by Turing machines and recursive functions, computability and decidability, and computational complexity. This is the same course as Computer Science 323.

Prerequisite: Course 210. Enrollment limited to 30 students. *P. Susskind, C. Chung*

MATHEMATICS 402 REAL ANALYSIS II A continuation of topics from Course 301.

Prerequisite: Course 301. Enrollment limited to 16 students. *Staff*

MATHEMATICS 404 ABSTRACT ALGEBRA II A continuation of topics from Course 303.

Prerequisite: Course 303. Enrollment limited to 16 students. *Staff*

MATHEMATICS 495 SEMINAR IN MATHEMATICS Lectures and discussions on topics of current interest to the mathematical community. These discussions will be led by Connecticut College faculty, advanced students, and visiting mathematicians.

Prerequisite: Course 301 or 303, and permission of the instructor. One meeting per week throughout the semester. Two credit hours. This course may be taken for credit two times. Enrollment limited to 16 students.

MATHEMATICS 291, 292 INDIVIDUAL STUDY Independent work with a selected faculty member. Course may be taken for either two or four credits.

MATHEMATICS 391, 392 INDIVIDUAL STUDY Independent work with a selected faculty member. Course may be taken for either two or four credits.

MATHEMATICS 491, 492 INDIVIDUAL STUDY Independent work with a selected faculty member. Course may be taken for either two or four credits.

MATHEMATICS 497–498 HONORS STUDY

Music

Professors: Althouse, Anthony, Kreiger; Associate Professor: Wilson; Adjunct Professor: Harper; Adjunct Associate Professors: McNeish, Skernick, Van Cleve; Adjunct Assistant Professors: Buttery, Donath, Dygert, Jarvis, Johnson, Labadorf, McCormick, Noreen, Ogano; Adjunct Instructors: Brown, Doughty, Jackson, Lee, Newman, Talmadge, Waller Wong; Visiting Assistant Professor: Clark; Visiting Instructors: W. Thomas, Torrenti; Associate Professor M. Thomas, *chair*

The Major in Music

The major in music consists of the following courses: 131, 132, 223, 229, 247, 248, 321 or 324, 323, and 493, as well as four semester hours of ensemble.

Students may elect to complete a concentration in one area of music (composition, music education, musicology, performance, or theory) by fulfilling the requirements for the major, as well as the following coursework for their particular area of concentration:

Composition: Students must take Courses 203, 331, 332, 343, and 431. In addition, they must complete one of the following, culminating in a senior project: 304, 432, or 497–498.

Music Education: Students must take Courses 305A, B, C, and D, 308, 325, and a minimum of four semesters of applied study. In addition, they must complete the state certification requirements as listed by the Education Department.

Musicology: Students may choose either the Historical Musicology track or the Ethnomusicology track. Students wishing to follow the Historical Musicology track must take Course 343 and should take an appropriate course in the political or cultural history of the area they intend to pursue, chosen in consultation with the department. In addition, they must complete one of the following, culminating in a senior project: 491, 492, or 497–498. Students wishing to follow the Ethnomusicology track must take Music 108 and Anthropology 201 (History of Anthropological Theory). In addition, they must complete one of the following, culminating in a senior project: 491, 492, or 497–498.

Performance: Students must take Courses 217, 218, and 343. Regular performances in student recitals during the four years are expected. In addition, they must complete a minimum of sixteen semester hours of Instrumental and Vocal Study in a single instrument or in voice; this must include either one or two semesters of study for four credits or 497–498, taken in consultation with the department, culminating in a senior recital.

Theory: Students must take Courses 321, 324, and 343. In addition, they must complete one of the following, culminating in a senior project: 491, 492, or 497–498.

Students majoring in music must pass a keyboard proficiency examination by the end of the junior year. In order to acquire this proficiency, non-keyboardists may take Basic Keyboard Skills. The music department strongly recommends that all music majors study French, German, or Italian for the equivalent of two years at the college level.

Advisers: P. Althouse, J. Anthony, A. Kreiger, M. Thomas, J.D. Wilson

The Minor in Music

The minor in music is offered with four areas of concentration: composition, musicology, performance, and theory. Students are required to take four semester hours of ensemble, as well as the following courses from their particular area of concentration:

Composition: Courses 131, 132, 223, 247 or 248, 323, 331, and 203 or 332.

Musicology: Courses 131, 132, 223, 247, 248, and 229 or 493.

Performance: Courses 131, 132; two of the following: 223, 247, or 248; and twelve semester hours of Instrumental and Vocal Study in a single instrument or in voice, including at least four credits taken during the senior year.

Theory: Courses 131, 132, 223, 323, 247 or 248, and one of the following: 321, 324, 343, or 493.

The Major in Music and Technology

The major in music and technology consists of fifteen courses, twelve core courses and three electives. An integrative individual study project is also required during the senior year. Students considering this major should consult the Department of Music no later than the beginning of their sophomore year.

Core courses: Courses 106, 131, 132, 203, 223, 248, 304, 331, 491, 493; one of the following: Course 321, 323, or 324; and Computer Science 110 (or 212).

Electives: Art 103, 210; Art History 232; Computer Science 212, 215 (Physics 225), 218, 312; Dance 238; Film Studies 222, 362; Linguistics 110; Mathematics 111, 112, 113, 114, 212; Philosophy 103; Physics 107, 108, 109, 110, 213, 225 (Computer Science 215); Psychology 307; Theater 231.

Adviser: A. Kreiger

The Minor in Music and Technology

The minor in music and technology consists of Courses 106, 131, 132, 203, 223, 248, and 304. In addition, students must complete one of the following: Computer Science 110, 212, 218; Physics 107, 109, 213.

Learning Goals in the Music Major

Music offers a comprehensive basic major, along with the opportunity to pursue advanced study leading to a concentration in one of five areas: performance, musicology, music theory, composition, and music education with certification. In completing the major curriculum all students will develop a wide set of academic and musical proficiencies.

Knowledge Base

- Comprehend the core repertoire of Western classical music both historically and analytically.
- Acquire skills in fieldwork methodologies through an exposure to the discipline of ethnomusicology.
- Develop facility with tonal and post-tonal systems, culminating in advanced training in counterpoint, analysis, and jazz harmony.

Musicianship

- Develop skills in aural reception, sight singing, and the keyboard.
- Perform in an ensemble.
- Enhance musicianship skills through the private study of an instrument or voice.

Research

- Follow a departmental information literacy sequence, leading to acknowledge of the methodologies and materials of music research.
- Develop writing and presentation abilities.

Beyond the College

- Prepare for a lifelong relationship with music.
- Discover a set of vocational possibilities in the realms of performance, composition, post-graduate education and teaching, music education, and technology.

Additional Goals of the Concentrations

- Concentration in Applied Study: Develop advanced facility with an instrument or voice, leading to numerous performances with an ensemble and in solo recital.
- Concentration in Musicology: Complete advanced work on a research project, focusing either on historical musicology or ethnomusicology. Students interested in ethnomusicology will base their research on field work, done in the US or abroad.
- Concentration in Music Theory: Carry out advanced theoretical study in current fields, including set theory, transformational theory, and Schenkerian analysis, culminating in an extended paper.
- Concentration in Composition: Compose in both acoustic and electronic media as a means to understand musical pacing, structure, and logic.
- Concentration in Music Education: Undertake advanced study in current trends in education, human development, curriculum design, classroom management, modes of assessment, and theories of music learning, culminating in a semester of student teaching in an elementary or secondary school. Develop extended musicianship skills including the performance and pedagogy of a range of woodwind, brass, string, and percussion instruments, and the voice, along with ensemble conducting.

Learning Goals in the Music and Technology Major

Music offers an interdisciplinary major in Music and Technology. In addition to a core curriculum shared with the major in Music, students receive training specific to music technology and they select electives from such departments as Art, Computer Science, Film Studies,

Mathematics, and Physics. In completing the major curriculum all students will develop a wide set of proficiencies.

Knowledge Base

- Comprehend the core repertoire of Western classical and electro-acoustic music, both historically and analytically.
- Acquire a working knowledge of tonal systems and elements of modernism.
- Develop an advanced technical knowledge of musical acoustics, recording techniques, control-voltage synthesis, and sampling and mixing software.

Creativity

- Compose with the materials of electro-acoustic music.
- Prepare compositions for public performance.

Musicianship

- Develop skills in aural reception, sight singing, and the keyboard.
- Aurally recognize significant electro-acoustic works.

Beyond the College

- Participate in the professional world of electro-acoustic music.
- Discover a set of vocational possibilities related to music technology.

Courses

MUSIC 102 MUSIC THROUGH TIME AND SOCIETY A study of the significant works in music history from the Middle Ages to the present with an emphasis on developing skills for the art of listening. Guest lectures and musical performances presented by members of the music staff. For the student with limited or no background in music. This course does not count toward the major in music.

Offered every semester. Enrollment limited to 40 students. This course satisfies General Education Area 7. *Staff*

MUSIC 103 AMERICAN MUSIC An overview of folk, popular and art music of the United States. Topics include various musical genres and styles (*e.g.*, ballads, ragtime, country-western, operas), the traditions of various groups (*e.g.*, African American, British American, Native American), and contributions of such individuals as Bessie Smith, Charles Ives, George Gershwin, Amy Beach. This is the same course as American Studies 103.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *Staff*

MUSIC 104 THE LANGUAGE OF MUSIC Designed to acquaint the student having limited or no background in performing music with the rudiments of the art. Pitch and rhythmic notation, scales, intervals, basic chord patterns and musical forms are studied. Ear training and basic keyboard exercises provide a practical supplement to the study.

Enrollment limited to 25 students per section. This course does not count toward the major or minor in music. Students may not receive credit for both Music 104 and Music 122. This course satisfies General Education Area 5. *Staff*

MUSIC 106 MUSICAL ACOUSTICS An introduction to musical acoustics using basic physical and mathematical concepts. Topics include sound waves and propagation, vibrations, the human ear and its response, musical instruments, the human voice, and room

acoustics. Students are expected to have a knowledge of basic algebra and some familiarity with a musical instrument.

Enrollment limited to 40 students. *J. McNeish*

MUSIC 108 MUSIC OF THE WORLD Music as cultural expression in different regions of the world, including Africa, Asia, Southeast Asia, and the Americas. Melodic, rhythmic, and formal characteristics of music studied in various performance contexts. Introduction to research methodologies for studying music and meaning. No prior musical training required. This is the same course as Anthropology 108.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *J.D. Wilson*

MUSIC 117 HISTORY OF JAZZ A survey of the major movements in jazz tracing its origin and progressing from Dixieland through Bop, including the avant-garde movement of the late '60s and early '70s. Focus on major jazz artists: Louis Armstrong, Charlie Parker, Miles Davis, Duke Ellington and John Coltrane. A consideration of the social and psychological implication of jazz with emphasis on listening skills. Lectures, recordings, readings and performances when possible. This is the same course as American Studies 117.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *Staff*

MUSIC 122 MAKING MUSIC AT THE KEYBOARD Scales, intervals, chords at the keyboard. Introduction to melodic construction and harmonic progressions through exercises and selected piano pieces. Exercises in ear training and rhythmic skills. No previous keyboard experience required.

Enrollment limited to 16 students. Students may not receive credit for both Music 104 and Music 122. This course satisfies General Education Area 5. *J. Anthony*

MUSIC 131 FOUNDATIONAL THEORY FOR MUSICIANS An intensive study of the rudiments of music theory, including clefs, notation, meter, key signatures, scales, intervals, triads, and seventh chords, with emphasis on the development of musicianship skills. An overview of the primary musical forms, elementary compositional issues, the tools of the music library, and music notation software.

Two lectures and one ear-training session per week; students will be placed in ear-training section based on an in-class assessment. This course is intended for students with some musical background who are able to read music fluently in at least one clef. Prospective music majors should take this course in the freshman year. Enrollment limited to 25 students. This course satisfies General Education Area 5. *Staff*

MUSIC 132 TONAL THEORY I Introduction to the harmonic practices of the 18th and 19th centuries. Emphasis on writing skills, including figured-bass exercises and melodic harmonization, as well as on the analysis of representative works and the development of aural skills.

Two lectures and two ear-training sessions per week. Tonal Theory I is normally taken by prospective majors in the second semester of the freshman year and Tonal Theory II in the first semester of the sophomore year. *Prerequisite*: Course 131 or permission of the instructor. Tonal Theory I is a prerequisite for Tonal Theory II. Enrollment limited to 20 students. This course satisfies General Education Area 5. *Staff*

MUSIC 203 ELECTROACOUSTIC MUSIC I/SOUND DESIGN Introduction to composing with the materials of electronic music. Topics include: digital sound recording, editing, mixing, analog and digital sound production, Pro Tools, voltage control synthesis and basic acoustics. An historical overview of the literature of electronic/computer music with discussions probing aesthetic issues raised by individual compositions.

Two lectures and one laboratory per week. *Prerequisite:* Course 132 or permission of the instructor. Enrollment limited to 15 students. *A. Kreiger*

MUSIC 217, 218 SERVICE-LEARNING PRACTICUM IN MUSIC Service in an area school or after-school program to enhance understanding of instrumental pedagogy, by tutoring on the recorder, or band or orchestral instrument (minimum two hours per week). Readings and discussion of issues of pedagogy. Specific tutoring assignment developed in consultation with instructor. May be repeated for credit. Two credit hours. *Staff*

MUSIC 223 TONAL THEORY II A continuation of Tonal Theory I, with a focus on chromatic harmony and the analysis of more extended works. Further refinement of writing skills in four-part harmony, and aural skills. Final creative project.

Two lectures and two ear-training sessions per week. Tonal Theory I is normally taken by prospective majors in the second semester of the freshman year and Tonal Theory II in the first semester of the sophomore year. *Prerequisite*: Course 132. Enrollment limited to 20 students. This course satisfies General Education Area 5. *M. Thomas*

MUSIC 225 ELEMENTARY COMPOSITION I Introduction to composition concentrating on historical models and the development of melodic writing skills, including two-part writing and instrumentation. Two credit hours.

Prerequisite: Course 131. *Staff*

MUSIC 226 ELEMENTARY COMPOSITION II Continuation of Course 225 concentrating on three- and four-part writing and the use of small ensembles. Analysis of representative literature. Two credit hours.

Prerequisite: Course 132. *Staff*

MUSIC 229 ETHNOMUSICOLOGY: THE SOCIAL SCIENCE OF MUSIC An introduction to the discipline of ethnomusicology: its history, methodologies, and its relationship to anthropology. Techniques of fieldwork, readings of musical ethnographies ranging from Hip Hop to Cantonese opera. Designed particularly for students of Music, Anthropology, Sociology, and East Asian Studies. This is the same course as Anthropology 229.

Open to sophomores, juniors, and seniors. Enrollment limited to 40 students. This course satisfies General Education Area 3 and is a designated Writing course. *J.D. Wilson*

MUSIC 247 HISTORY OF WESTERN MUSIC I The first of a two-part survey of musical styles in Western civilization. Focus on the music of the ancient Greeks through the Baroque period.

Prerequisite: Course 131 or permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7. *Staff*

MUSIC 248 HISTORY OF WESTERN MUSIC II A study of developments in Western music from the Classical period to the present.

Prerequisite: Course 131 or permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7. *Staff*

MUSIC 304 ELECTROACOUSTIC MUSIC II A continuation of Course 203. Further exposure to composing with the materials of electronic music. Topics include: refinement of techniques presented in course 203 plus computer score notation, MIDI, digital synthesizers, and MAX/MSP. Continued exploration of composers and compositions in the historical survey of electronic/computer music.

Two lectures and one laboratory per week. *Prerequisite*: Courses 203 and 223 or permission of the instructor. Enrollment limited to 15 students. *A. Kreiger*

MUSIC 305 INSTRUMENTAL AND VOCAL METHODS A String; B Woodwind and Percussion A; C Brass and Percussion B; D Vocal and Choral

Instruments: Basic techniques of tuning, playing and teaching the standard instruments. Discussion of current method books and aspects of pedagogy. Some proficiency will be achieved on each instrument covered in the course. Two class meetings weekly. Two credit hours.

Vocal and Choral: Basic techniques of vocal production and singing, particularly as applied to choral music. Discussion of standard method books, aspects of vocal and choral pedagogy, and choral conducting. Membership in the Chamber Choir is required during this semester. One additional class meeting weekly. Two credit hours.
These courses are designed for students studying music education. *Staff*

MUSIC 308 METHODS IN MUSIC EDUCATION Music pedagogy in elementary and secondary schools. Music as a means of communication by emphasizing the teaching of composing, performing, and listening in the classroom. Faculty supervised observations in schools, with follow-up discussions. *J. Torrenti*

MUSIC 320 ORCHESTRATION Analytical and practical skills in the history and practice of compositional methods in writing for the orchestra. Students learn about all orchestral instruments and have the opportunity to write for specific ensembles and the symphony orchestra.
Prerequisite: Course 223.

MUSIC 321 COUNTERPOINT Studies in contrapuntal style from the 16th and 18th centuries. Projects in modal, and tonal styles.
Two lectures and one ear-training session per week. *Prerequisite*: Course 223. *P. Althouse*

MUSIC 323 POST-TONAL THEORY A theoretical and analytical study of 20th- and 21st-century music, focusing on issues of pitch, rhythm, texture, and form. Analytical and creative projects.
Two lectures and two ear-training sections per week. *Prerequisite*: Course 223. Enrollment limited to 20 students. *M. Thomas*

MUSIC 324 JAZZ HARMONY This is an introduction to jazz harmony and its nomenclature. Students will study jazz chord construction, harmonic progressions, melodic construction, and musical forms. Special emphasis will be placed on mastering harmonic exercises at the keyboard and on ear training exercises. The course culminates in a final jazz composition/arranging project.
Two lectures and one ear-training session per week. *Prerequisite:* Course 223 or permission of the instructor. *J.D. Wilson*

MUSIC 325 CONDUCTING I Basic techniques of instrumental conducting. Training includes conducting one or more of the Music Department ensembles. Two credit hours. One class weekly.
Prerequisite: Course 223. *Co-requisite:* Enrollment in a relevant instrumental ensemble. *Staff*

MUSIC 326 CONDUCTING II Advanced projects in instrumental or vocal conducting. Training includes conducting one or more of the Music Department ensembles. Two credit hours. One class weekly.
Prerequisite: Course 325. *Staff*

MUSIC 331, 332 COMPOSITION I, II Vocal and instrumental composition in small and large forms. Instruction is available in electronic music for interested students.

Prerequisite: Course 323. Offered every semester. *Staff*

MUSIC 343 MUSICAL ANALYSIS The analysis of complete tonal movements, from both a music-theoretic and musicological perspective. Topics include form, style, motivic/thematic design, linear organization, and connections between analysis and performance. Projects will employ both prose and graphic techniques.

Prerequisite: Course 223. Enrollment limited to 20 students. *M. Thomas*

MUSIC 425, 426 CONDUCTING III, IV Continuation of Course 325 and 326. Two credit hours. One class weekly.

Prerequisite: Course 326. *Staff*

MUSIC 431, 432 COMPOSITION III, IV A continuation of Courses 331 and 332.

Prerequisite: Course 332. Offered every semester. *Staff*

MUSIC 435 ADVANCED PROJECTS IN INSTRUMENTAL, VOCAL AND ELECTRO-ACOUSTIC COMPOSITION A continuation of Courses 431, 432. Students will concentrate on composition in the larger forms with an emphasis on new and innovative ensemble combinations.

Prerequisite: Course 432 or permission of the instructor. This course may be repeated for credit. Offered every semester. *Staff*

MUSIC 493 ADVANCED STUDY SEMINAR IN MUSIC An in-depth study of a specific topic selected by the instructor covering theoretical and historical insights and a literature survey on the topic. Topics subject to change annually.

Open to junior and senior majors and minors, and to others with permission of the instructor. This is a designated Writing course. *Staff*

MUSIC 291, 292 INDIVIDUAL STUDY

MUSIC 391, 392 INDIVIDUAL STUDY

MUSIC 491, 492 INDIVIDUAL STUDY

MUSIC 497–498 HONORS STUDY

Instrumental and Vocal Instruction

Instrumental and vocal lessons concentrate on classical technique and repertoire; instruction in jazz and/or popular styles may also be offered at the discretion of particular instructors.

Admission to instrumental study is determined by an audition to be given at an announced time just prior to the opening of each term. Students having had instrumental study in a previous year may, at the discretion of the instructor, be asked to re-audition in the fall.

Instrumental And Vocal Study I-VIII

MUSIC 109, 110 first year; 205, 208 second year; 209, 210 third year; 309, 310 fourth year

Prerequisite or parallel: Normally, a student takes Course 131 parallel to the first semester of applied study; otherwise Course 131 must be completed by the end of the second semester of study. In certain cases Music 104 or 122 may substitute for 131. In addition to Course 131 students must enroll in an ensemble for at least their first four semesters of study.

During the senior year students preparing senior recitals generally study for 4 credits in one or both semesters; all 4-credit study requires departmental approval. Those studying for 2 credits receive one private lesson weekly; those electing 4-credit study receive two private lessons weekly. All courses in the series are offered every semester.

Starting with the 2004–2005 academic year, the $300.00 per semester student fee for music lessons is paid by the generous gift of the *Jack Niblack '98 Music Lessons Fund*. Students will audition for lessons with the music department. The department will register eligible students and provide a list to the Office of the Registrar by the end of the add/delete period each semester.

A. Piano: *P. Newman, K. Ogano*

B. Voice: *S. Talmadge*, *J. Waller*

C. Organ: *J. Anthony*

D. Harpsichord: *L. Skernick*

E. String Instruments: Bass, *M. McCormick*; Classical Guitar, *J. McNeish;* Violin and Viola*, D. Lee*; Violoncello, *A. Wong;* Harp*, A. Donath*

F. Woodwind and Brass Instruments: Bassoon, *R. Noreen*; Clarinet, *T. Labadorf*; Flute, *P. Harper*; Saxophone, *J. Dygert*; French Horn, *H. Doughty*; Oboe, *L. Van Cleve*; Trombone, *V. Johnson*; Trumpet, *T. Brown;* Tuba, *G. Buttery*

L. Percussion: *P. Jarvis*

Ensemble Groups

MUSIC 113, 114 first year; 211, 212 second year; 213, 214 third year; 313, 314 fourth year

One semester-hour credit per semester (pass/not passed). For restrictions on the number of one-semester-hour courses that may be counted toward the degree, see page 338.

The department offers opportunities in vocal and instrumental ensemble performance, and training in basic skills for singers and keyboardists. Ensembles include regular rehearsals and performances to improve students' abilities in sight-reading and ear training, and to broaden their awareness of music from different historical periods and cultures. Basic skills courses help to build technique for singers or keyboardists. Open by audition.

A. *Chamber Choir:* The Connecticut College Chamber Choir studies and performs choral works from various historical periods. Three rehearsals weekly. *P. Althouse*

B. *Orchestra:* The Connecticut College Orchestra rehearses and performs orchestral repertoire from the standard literature. Two rehearsals weekly. *J. Duckles, A. Kreston*

C. *Chamber Music:* Chamber music ensembles perform classical repertoire. Enrollment according to ensemble openings and level of players' experience. One coaching session and/or two rehearsals weekly are required. *Staff*

D. *Basic Keyboard Skills:* Introduction to keyboard study; designed for students with minimal background, especially music majors preparing for the piano proficiency test. *Prerequisite*: Course 104, 122, or 131, or an ability to read music. May not be counted toward the major. *J. Anthony, L. Skernick*

E. *Jazz Ensemble:* The Connecticut College Jazz Ensemble performs jazz repertoire covering a variety of styles and periods. One coaching session and two rehearsals weekly are required. *Prerequisite*: Ability to read musical notation (including jazz chord symbols) and ability to improvise. Audition required. *G. Buttery*

F. *Musical Theater Ensemble:* Rehearses and performs fully staged works from the musical theater repertoire, or scenes from the repertoire. Weekly rehearsal. *Staff*

G. *Concert Band:* Rehearses and performs concert band repertoire from the standard literature. Two rehearsals weekly. *G. Buttery*

H. *Percussion and New Music Ensemble:* Rehearses and performs percussion ensemble repertoire from the standard and contemporary literature, along with contemporary music written for various chamber ensembles. Both percussionists and other performers welcome, by audition. Weekly rehearsal. *P. Jarvis*

I. *Basic Vocal Skills:* Introduction to vocal techniques; designed for students with minimal background. *Prerequisite or parallel:* Course 104, 122, or 131. Students must enroll concurrently in Chamber Choir. May not be counted toward the major. *M. Ivanov, J. Waller*

Philosophy

Professors: Pessin, Vogel; Associate Professors: Pfefferkorn, Turner; Assistant Professor: Feldman; Professor Turner, *chair*

The Philosophy Department offers courses in major periods, figures, and texts in the history of philosophy (both Western and Asian); and the central areas of philosophical inquiry (such as metaphysics, theory of knowledge, philosophy of mind, ethics, social philosophy, and the philosophy of art). The Department makes a special effort to provide courses that establish links with other disciplines in the arts, humanities, social sciences, and natural sciences.

Students may elect a major or a minor in philosophy.

The Major in Philosophy

The major in philosophy consists of at least nine courses with the following distribution:

1. Courses 201 and 202 (History of Ancient Philosophy and History of Modern Philosophy).
2. At least one course in value theory or cultural criticism chosen from the following: 211, 219, 228, 229, 230, 232, 234, 251, 252, 258, 263.
3. At least one course in epistemology or metaphysics chosen from the following: 216, 220, 221, 223, 226, 233, 260, 261, 353.
4. At least one course in a major text. This requirement will typically be satisfied by Course 320 or 330, but may also be satisfied by another relevant course or Individual Study with permission of the department.
5. Course 440 (Seminar in Philosophy).

Students intending to major in philosophy should consider Courses 201 and 202 as foundational courses for the major to be taken as early as possible. A student intending to do Honors Study must have a proposal approved by the department by the end of the junior year. Majors and minors in philosophy are strongly encouraged to participate in lectures, colloquia, and other activities sponsored by the Philosophy Department. One of the nine courses for the major may be a freshman seminar taught by a faculty member in Philosophy.

The Minor in Philosophy

The minor in philosophy consists of at least five courses, four of which must be at the intermediate or advanced level. One of the five courses may be a freshman seminar taught by a faculty member in Philosophy.

Learning Goals in the Philosophy Major

We live in a world of daunting and profound questions: What can we truly know? What is our true nature? What is the best way to live? "Philosophy" means "love of wisdom," and there may be no better way to search for answers to those questions than to study philosophy at Connecticut College. Along the way you'll develop the most general and useful intellectual skills; and of course, the study of philosophy will enrich and deepen you as a human being and as a member of society, and so prepare you to think about, and ultimately to lead, the richest and most meaningful sort of human life.

If you major in philosophy, you will learn about

- the history of philosophy, from ancient through early modern through the most recent contemporary philosophy
- many of the most important texts in that history, such as Plato's *Republic*, Descartes's *Meditations*, De Beauvoir's *The Second Sex*, and Wittgenstein's *Philosophical Investigations*
- the major sub-fields or disciplines within philosophy, such as metaphysics, epistemology, ethics, feminist philosophy, etc.
- the major approaches to philosophizing, such as rationalism, empiricism, feminism, hermeneutics, phenomenology, etc.
- the basic distinction between continental and analytic philosophy
- many of the voices that have not traditionally been heard in philosophy, such as those of women and of minorities with respect to race, culture, sexual preference, and so on
- the many ways that philosophy intersects with and enhances the study of other fields, such as the sciences, religion, literature and the arts, etc.

You will acquire increased competence in skills such as critical reading and thinking, as well as in analysis, interpretation, and imagination. To support this goal,

- most of our courses focus on close readings, analysis, and interpretation of texts, and the construction, deconstruction, reconstruction, and critical evaluation of arguments and of other modes of presenting and developing ideas
- our formal logic course (PHI 103) provides a very general framework for critical analysis
- we periodically offer an informal logic course whose primary function is to sharpen students' critical reading and thinking abilities

You will learn how to write well in general, and to write good philosophy papers in particular, for learning to write well is a necessary condition for learning to think well. To this end,

- almost all of our courses are designated as Writing courses (W)
- we not only require substantial quantities of writing, but we generally stress the importance of revising papers in response to constructive and critical comments

- most of our courses provide explicit "guidelines" to writing which provide detailed suggestions about how to write a good philosophy paper

You will acquire various skills which have applications far beyond college. In addition to the skills of critical reading, interpreting, thinking, and writing, for example, you'll acquire

- the ability to think carefully, rigorously, methodically, imaginatively, and logically
- the ability to think abstractly and to solve problems
- the ability to construct an argument, contemplate problems or objections, devise responses to them, etc.

And finally, you will become deeper, richer, more fulfilled, and an otherwise more interesting human being.

- We haven't yet figured out how to assess this precisely, but we're confident it's true!

Foundational Courses

PHILOSOPHY 101 INTRODUCTION TO PHILOSOPHY An overview of some of the major themes, questions, and problems of philosophy, including such areas as metaphysics (the nature of reality), epistemology (the nature of knowledge), ethics, social philosophy, and the philosophy of art.

Open to freshmen and sophomores. Enrollment limited to 25 students. Offered both semesters. This course satisfies General Education Area 6 and is a designated Writing course. *Staff*

PHILOSOPHY 103 LOGIC An introduction to the theory and techniques of logic with emphasis on formal logic, including methods of deductive proof. Topics may include categorical and inductive logic, as well as informal logic and critical thinking.

Enrollment limited to 25 students. This course satisfies General Education Area 2. *D. Turner*

PHILOSOPHY 129 ETHICS An historical and systematic examination of major philosophical attempts to answer the perennial questions—What is a good life? What is it for acts to be morally right or wrong? What is the relation between a good life and a morally responsible life?—culminating in the contemporary quest to find common values in a multicultural, pluralistic society.

Priority will be granted to freshmen, then sophomores, then juniors, then seniors. Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *S. Feldman, L. Vogel*

PHILOSOPHY 201 HISTORY OF ANCIENT PHILOSOPHY A study of classical Greek philosophy, with special attention to the pre-Socratics, Socrates, Plato, and Aristotle, and a consideration of the influence of classical philosophy on the history of Western thought.

Students intending to major in philosophy should consider Courses 201 and 202 as foundational courses, to be taken as early as possible. Enrollment limited to 30 students. This course satisfies General Education Area 6 and is a designated Writing course. *L. Vogel, S. Feldman*

PHILOSOPHY 202 HISTORY OF MODERN PHILOSOPHY A study in the development of philosophy from the Scientific Revolution through the Enlightenment, with special attention to the rationalists (such as Descartes, Leibniz, and Spinoza), the empiricists (such as Locke, Berkeley, and Hume), and Kant's critical synthesis of rationalism and empiricism.

Students intending to major in philosophy should consider Courses 201 and 202 as foundational courses, to be taken as early as possible. Enrollment limited to 30 students. This course satisfies General Education Area 6 and is a designated Writing course. *A. Pessin, D. Turner*

Intermediate Courses

PHILOSOPHY 206 EXISTENTIAL PHILOSOPHY An examination of the human condition, as analyzed by existentialists from Kierkegaard through Sartre.

Prerequisite: One course in philosophy other than Course 103, or permission of the instructor. Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *K. Pfefferkorn*

PHILOSOPHY 207 AMERICAN PHILOSOPHY A study of the founders of American pragmatism (Peirce, James, and Dewey) and the revival of this tradition by contemporary thinkers such as Richard Rorty, Hilary Putnam, and Cornel West.

Open to sophomores, juniors, and seniors who have taken one course in philosophy (Course 202 recommended); and to others with permission of the instructor. This course satisfies General Education Area 6. *L. Vogel*

PHILOSOPHY 211 JAPANESE PHILOSOPHY IN FILM, LITERATURE, AND SCHOLARLY TEXT A course in comparative philosophy analyzing Japanese aesthetics, ethics, and social philosophy. Source materials include philosophical and literary texts, as well as Japanese films. This is the same course as Film Studies 211.

Prerequisite: One course in philosophy other than Course 103, or permission of the instructor. Enrollment limited to 25 students. This course satisfies General Education Area 6. *K. Pfefferkorn*

PHILOSOPHY 213 CONFUCIAN TRADITIONS This is the same course as History 224/Religious Studies 208. Refer to the History listing for a course description.

PHILOSOPHY 214 DAOIST TRADITIONS This is the same course as History 278/ Religious Studies 209. Refer to the History listing for a course description.

PHILOSOPHY 216 MEDIEVAL PHILOSOPHY The medieval period was remarkably fertile philosophically. We will focus on four giants—Aquinas, Ockham, Scotus, and Suarez—and study their debates on fundamental issues of metaphysics and epistemology, including the nature of God, other possible worlds, and the relation between the knowing mind and the world known.

Prerequisite: One course in philosophy. Enrollment limited to 30 students. This course satisfies General Education Area 6. *A. Pessin*

PHILOSOPHY 219 FEMINIST PHILOSOPHY An exploration of how feminist philosophies have brought to light gender bias in western philosophy and have (re)constructed theories in metaphysics, epistemology, and ethics. Students will see how these philosophies address the experiences of women and other groups whose interests have been historically neglected and misrepresented.

Prerequisite: One course in philosophy. Enrollment limited to 30 students. This course satisfies General Education Area 6. *S. Feldman*

PHILOSOPHY 220 PHILOSOPHY OF PERCEPTION We will explore the history of philosophical thinking about perception, ancient through contemporary: the relationship between the senses and things sensed, between human minds and God's mind, whether

colors are objective features of the world, how the mind constructs perceptual experience, whether perceptual beliefs can ever be justified, etc.

Prerequisite: One course in philosophy. Enrollment limited to 30 students. This course satisfies General Education Area 6. *A. Pessin*

PHILOSOPHY 221 THE PHILOSOPHY OF SCIENCE A survey of major figures and schools of thought in twentieth century philosophy of science: logical positivism, Karl Popper, Thomas Kuhn, W. V. O. Quine, as well as contemporary naturalist, feminist, realist, constructive empiricist, and social constructivist interpretations of science.

Enrollment limited to 25 students. This course satisfies General Education Area 6. *D. Turner*

PHILOSOPHY 223 PHILOSOPHY OF BIOLOGY An exploration of conceptual questions in biology, such as: What is a gene? What is fitness? What are species? What are races? What is life? The course investigates the relationship between classical genetics, molecular biology, and evolutionary theory. It also surveys some philosophical issues in evolutionary theory.

Enrollment limited to 25 students. This course satisfies General Education Area 6. *D. Turner*

PHILOSOPHY 224 BIOLOGICAL THEORIES OF THE MIND An examination of problems in the philosophy of biology (especially biological teleology) and their relevance to questions about the nature of human emotion and cognition.

Enrollment limited to 25 students. This course satisfies General Education Area 6 and is designated Writing course. *D. Turner*

PHILOSOPHY 226 PHILOSOPHY OF MIND What is the nature of the mind, and how does it relate to the body? Can computers ever think? Do animals have mental and emotional lives? An examination of attempts in 20th century philosophy to overcome Cartesian dualism about mind and matter and to develop a unified account of mind and the physical world. Consideration of a variety of theories proposing an identity between experiences and brain states, and also examine objections to such views. Other key questions will include: Can cognitive psychology give an adequate account of thought and of subjective experience? In what sense, if any, do we have privileged access to the contents of our minds? What is an emotion? Readings from Putnam, Dennett, Nagel, Davidson, Searle, and others.

Open to juniors and seniors; and to sophomores who have taken one course in philosophy; and to others with permission of the instructor. Enrollment limited to 25 students. This course satisfies General Education Area 6. *A. Pessin*

PHILOSOPHY 228 THINKING PHILOSOPHICALLY ABOUT THE ENVIRONMENT A philosophical examination of nature and the environment, focusing on texts from the conservation and environmental movements and on issues such as humans' relation to nature and non-human animals, pesticide use, pollution, global warming, ozone depletion, and nuclear power.

Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *D. Turner*

PHILOSOPHY 229 BIOETHICS Ethical issues arising in contemporary medical practice and biomedical research, explored through analysis of articles and decision scenarios. Major topics may include the physician-patient relationship, informed consent, euthanasia, genetics, reproductive technologies, human experimentation, resource allocation, mental health, human relationships with non-human animals, and humans and the environment.

Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *D. Turner, S. Feldman*

PHILOSOPHY 230 GREEK AND ROMAN ETHICS This is the same course as Classics 210. Refer to the Classics listing for a course description.

PHILOSOPHY 232 TOLERANCE, INTOLERANCE, AND THE INTOLERABLE A study of the historical evolution of tolerance as a moral and political virtue, and an inquiry into when, if ever, we should tolerate what we disapprove of, and why. Particular attention to the role of tolerance in the areas of speech, religion, sex, education, and international politics.

Open to sophomores, juniors, and seniors who have taken one course in philosophy; and to others with permission of the instructor. This course satisfies General Education Area 6. *L. Vogel*

PHILOSOPHY 234 PHILOSOPHY OF LAW What is law? How does it reflect social priorities and processes? How does it function as a means of social control and change? The course will pursue these questions through readings in social and legal philosophy and case materials from various fields of Anglo-American law.

Open to sophomores, juniors, and seniors who have taken one course in philosophy; and to others with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 6 and is a designated Writing course. *S. Feldman*

PHILOSOPHY 235 EVIL Even in the face of the horrors of past century, moral philosophers have hesitated to speak of "good and evil," preferring instead the more pallid vocabulary of "right and wrong." We shall ask whether we ought to speak of "evil," and if so, when and why. We shall explore the concept of evil historically as well as analytically, paying special attention to Hannah Arendt's work.

Open to sophomores, juniors, and seniors who have taken one course in philosophy. Enrollment limited to 30 students with priority given to philosophy majors. This course satisfies General Education Area 6. *L. Vogel*

PHILOSOPHY 236 FREE WILL AND MORAL RESPONSIBILITY An exploration of why and when it is appropriate to hold people morally responsible for their actions or even their characters, and of the connection between moral responsibility and free will.

Open to sophomores, juniors, and seniors who have taken one course in philosophy; and to freshmen with permission of the instructor. Enrollment limited to 20 students. This course satisfies General Education Area 6 and is a designated Writing course. *L. Vogel*

PHILOSOPHY 237 HAPPINESS A historical and analytical inquiry into the meanings of happiness. What is it? Has it changed over time? Is it an essentially subjective and culturally relative idea? Can and should happiness be a goal of living? What is its relationship to other goods we value in life, such as meaning, freedom, goodness, and justice?

Prerequisite: Open to sophomores, juniors, and seniors who have taken one course in philosophy. Enrollment limited to 20 students. This course satisfies General Education Area 6 and is a designated Writing course. *L. Vogel*

PHILOSOPHY 241 ANCIENT AND MEDIEVAL POLITICAL THOUGHT This is the same course as Government 211. Refer to the Government listing for a course description.

PHILOSOPHY 244 MODERN POLITICAL THOUGHT This is the same course as Government 214. Refer to the Government listing for a course description.

PHILOSOPHY 246 CONTEMPORARY POLITICAL PHILOSOPHY How can citizens become duty-bound to obey the state? What constitutes legitimate use of state power?

Is political equality exhausted by equality under law? This course will explore the problem of political obligation, the limits of liberty and the nature of justice and equality. Readings from Rawls, Nozick, and Cohen to Scanlon, Dworkin, and Nagel.

Open to sophomores, juniors, and seniors who have taken one course in philosophy; and to others with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 6. *S. Feldman*

PHILOSOPHY 251 PHILOSOPHY OF ART A critical exploration of the nature, meaning, and social role of painting, sculpture, and architecture. Readings range from Plato to Heidegger, and include recent post-modern theories of art and architecture. Slides and videos of exemplary works will be shown. This is the same course as Art History 230.

Open to junior and senior majors in studio art and art history; and to sophomores, juniors, and seniors who have taken one course in philosophy other than Course 103; and to others with permission of the instructor. Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *K. Pfefferkorn*

PHILOSOPHY 252 PHILOSOPHY AND FILM A critical exploration of the way meaning occurs in filmic form. Emphasis on the aesthetic, ethical, and social significance and influence of films. Readings include philosophical and film-theoretical texts. This is the same course as Film Studies 252.

Prerequisite: One course in philosophy other than Course 103; or one course in film studies; or permission of the instructor. Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *K. Pfefferkorn*

PHILOSOPHY 258 LOVE, DEATH, AND DESIRE A study of the changes and perversions undergone by the themes of love, death, and desire in the history of Western thought, with emphasis on philosophical, religious, and psychological perspectives. Readings range over a wide variety of texts, from Plato to Sartre.

Prerequisite: One course in philosophy other than Course 103, or permission of the instructor. Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *K. Pfefferkorn*

PHILOSOPHY 260 PHILOSOPHY OF RELIGION Philosophical issues concerning religious beliefs. Topics may include the existence and nature of God, the problem of evil, the nature of miracles, and the issue of pluralism. Readings drawn from classical and contemporary thinkers in the Western tradition. This is the same course as Religious Studies 260.

Prerequisite: One course in philosophy other than Course 103. Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *A. Pessin*

PHILOSOPHY 261 THEORY OF KNOWLEDGE A study of the nature of knowledge, including the conditions under which one is justified in believing particular propositions and the question of whether one can construct an acceptable concept of truth. Emphasis on contemporary sources.

Open to sophomores, juniors, and seniors who have taken one course in philosophy. Enrollment limited to 30 students. This course satisfies General Education Area 6 and is a designated Writing course. *A. Pessin, S. Feldman*

PHILOSOPHY 263 BODY AND GENDER A philosophical analysis of Western religious and cultural views of the body and its representation in art, film, and popular culture. Emphasis on the role of representation in the processes of individuation, self-understanding, and the development of gender attitudes. Readings include a wide range of philosophical, psychological, and feminist texts.

Open to majors and minors in gender and women's studies; and to sophomores, juniors, and seniors who have taken one course in philosophy other than Course 103; and to others with permission of the instructor. Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *K. Pfefferkorn*

PHILOSOPHY 268 THE SELF An exploration of the nature of the self from epistemological, metaphysical, and ethical perspectives. Is there "privileged access" to certain facts about ourselves? Is the self physical? Mental? What are "weak will" and "bad faith"? What does the prescription "know thyself" amount to? Readings from classical and contemporary sources.

Prerequisite: One course in philosophy. Enrollment limited to 25 students. This course satisfies General Education Area 6. *S. Feldman*

PHILOSOPHY 272 ADVANCED SYMBOLIC LOGIC An introduction to first-order predicate logic and an exploration of alternative systems of logic (including modal logic and many-valued logic). Additional topics include metalogic, the relationship between logic and natural language, semantic paradoxes, the relationship between logic and mathematics, and the significance of Gödel's proof.

Enrollment limited to 25 students. *D. Turner*

PHILOSOPHY 276 PHILOSOPHY OF RACE AND RACISM An exploration of questions relating to practices of racial categorization: Is race a "real" category? Is racial categorization racist? Does justice require that the law take race into consideration? Is it wrong to select friends or significant others on the basis of race? Readings from Du Bois, Appiah, Langton, and others.

Prerequisite: One course in philosophy other than Course 103. Enrollment limited to 25 students. This course satisfies General Education Area 6 and is a designated Writing course. *S. Feldman*

PHILOSOPHY 288 20TH CENTURY ANALYTIC PHILOSOPHY A study of the contributions of analytic philosophers such as Frege, Russell, Wittgenstein, Ryle, Austin, and Quine with regard to the relationship between language, thought, and reality. This inquiry will be placed within a broader framework concerning the nature of analytic philosophy and its relationship to continental philosophy.

Open to sophomores, juniors, and seniors who have taken two courses in philosophy. Enrollment limited to 30 students. This course satisfies General Education Area 6. *B. Krancberg*

Advanced Study Courses

PHILOSOPHY 310 PHILOSOPHY OF LANGUAGE What is "meaning"? What conditions must an expression meet to have meaning? Is meaning subjective or objective? How can we speak meaningfully on non-existing things (including fictional entities)? How do words refer to objects in the world? What is metaphor? Readings from philosophers such as Frege, Russell, Wittgenstein, Kripke, and Strawson.

Open to sophomores, juniors, and seniors who have taken two courses in philosophy; and to others with permission of the instructor. Enrollment limited to 25 students. This is a designated Writing course. *A. Pessin*

PHILOSOPHY 320 DARWIN AND THE IMPACT OF EVOLUTIONARY THOUGHT An historical and philosophical survey of the development of the Darwinian theory of evolution by natural selection within the philosophical, religious, and scientific contexts of the 19th and 20th centuries.

Open to sophomores, juniors, and seniors. Enrollment limited to 25 students. This is a designated Writing course. *D. Turner*

PHILOSOPHY 330 MAJOR TEXTS An intensive and critical reading of major texts in philosophy.

In addition to the following limitations, other requirements are listed with some seminars below. Open to junior and senior majors and minors in philosophy, and to others with permission of the instructor. Enrollment in each seminar limited to 16 students.

PHILOSOPHY 330A PLATO This is the same course as Classics 315. Refer to the Classics listing for a course description.

PHILOSOPHY 330B KANT Kant's *Critique of Pure Reason*.
Prerequisite: Course 202 or permission of the instructor. *Staff*

PHILOSOPHY 330D NIETZSCHE A critical study of Nietzsche's philosophy concentrating on a close reading of *Thus Spoke Zarathustra*, with reference to related texts. This is a designated Writing course. *K. Pfefferkorn*

PHILOSOPHY 330E WITTGENSTEIN The development of Wittgenstein's work from the *Tractatus Logico-Philosophicus* to the *Philosophical Investigations* and *On Certainty*, with particular attention to Wittgenstein's contributions to metaphysics, his philosophy of language, and his attitudes towards the nature of philosophy itself. Readings will also include work by Russell, Anscombe, Kripke, and other contemporary writers. *A. Pessin*

PHILOSOPHY 330F HEIDEGGER A study of Heidegger's *Being and Time* (1927) and of thinkers such as Buber, Levinas, and Jonas who were influenced by this seminal work of existential philosophy but ultimately rejected its premises. This is a designated Writing course. *L. Vogel*

PHILOSOPHY 330G DESCARTES A close reading of Descartes's seminal work, *Meditations on First Philosophy*. Readings include the *Meditations* along with the original *Objections* and *Replies*, as well as recent secondary literature concerning its many important themes (including skepticism, knowledge, the Cogito, mind-body dualism, God, and human freedom). *A. Pessin*

PHILOSOPHY 330H HEGEL A careful reading of G.W.F. Hegel's *The Philosophy of Mind* and *The Philosophy of Right*. The objective of the course is to understand Hegel's moral and political thought in the context of his broader claim that he possesses "absolute wisdom" and to assess Hegel's relevance for our time. *L. Vogel*

PHILOSOPHY 330I HUME A close study of the major writings of David Hume, one of the most radical and subversive thinkers of the Western tradition. The objective of the course is to develop a systematic interpretation of the different aspects of Hume's work, including his skepticism, naturalism, empiricism, moral psychology, and his theory of the passions. *D. Turner*

PHILOSOPHY 334 MORAL PSYCHOLOGY An exploration of what motivates human beings to pursue what they do, how concern for one's own good is connected to regard for the good of others, the relationship between free will and responsibility, and whether it makes sense to speak of activities that are "objectively" worthwhile or of there being "ultimate ends" in life. Consideration of the conversation among contemporary American philosophers who

speak to these issues associated with the existentialist tradition. Works by Harry Frankfurt, Susan Wolf, and J. David Velleman.

Open to juniors and seniors. Enrollment limited to 20 students. This is a designated Writing course. *L. Vogel*

PHILOSOPHY 353 PHILOSOPHY OF LITERATURE A critical study of traditional philosophic theories of language in its role in poetry and literature. Discussion will center on such issues as the origin of language, its expressive function, and its relation to philosophic thought in poetry and literature. Selected readings in the theory of language, the theory of poetics, and modern literary criticism.

Open to junior and senior literature majors; and to juniors and seniors who have taken one course in philosophy; and to others with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *K. Pfefferkorn*

PHILOSOPHY 440 SEMINAR IN PHILOSOPHY An intensive study of a major topic or figure in philosophy, with student reports and discussion as important requirements. Seminar topics will be related to significant contemporary issues in philosophy and related disciplines.

Open to junior and senior majors and minors in philosophy, and to others with permission of the instructor. Enrollment in each seminar limited to 16 students.

PHILOSOPHY 440D TIME A critical exploration of the changes undergone by the concept of time in its development from Greek natural philosophy to modern philosophical, psychological, and theoretical ideas. Emphasis on the phenomenology of lived time and its expression in cultural undertakings. Readings range over a wide variety of texts, from Plato to Sartre to Hawking. *K. Pfefferkorn*

PHILOSOPHY 440F METAPHYSICS In this class we will study selected topics in metaphysics; the nature of time, universals, causation, freedom, modality, and other topics. We will focus primarily on contemporary readings, with occasional inclusion of more classical texts. This is a designated Writing course. *A. Pessin*

PHILOSOPHY 440I EXPERIMENTAL PHILOSOPHY An exploration of recent work in experimental philosophy, a movement which seeks to bring experimental methods to bear on philosophical problems. Special attention will be given to questions about philosophical methodology, the role of intuition in philosophical reasoning, and the relationship between philosophy and natural science. *D. Turner*

PHILOSOPHY 440J LAUGHTER, HUMOR, AND THE COMIC SENSE OF LIFE Humans are animals who laugh and cry. They are also able to understand jokes and have a sense of humor. Laughing and joking make possible the art of comedy and allow people to see life as having comic as well as tragic aspects. The course explores the relation between laughter, humor, and comedy, and how these qualities contribute to the overall view of a good life. This is a designated Writing course. *L. Vogel*

PHILOSOPHY 440K CARTESIAN RATIONALISM An in depth examination of the "rationalism" tradition as developed by Descartes and his successors. Focusing on metaphysics and epistemology we will explore topics such as mind, matter, causation, free will, and God in the works of Descartes, Malebranche, Arnauld, Leibniz, and Spinoza.

Prerequisite: Course 202. This is a designated Writing course. *A. Pessin*

PHILOSOPHY 440L PHILOSOPHY, POLITICS AND THE HUMAN CONDITION What is the relation between philosophy, citizenship, and democracy? Does

a commitment to philosophical questioning help make one a good citizen? Or do the demands of philosophy and citizenship stand in tension with each other? Should a commitment to philosophy make one favor democracy? These questions are as old as Plato, but they take on new meaning in the wake of 20th century totalitarianism. The course focuses on two philosophers – Hannah Arendt and Leo Strauss – who provide different answers to these questions. This is the same course as Government 332.

Enrollment in each seminar limited to 20 students. This is a designated Writing course. *L. Vogel*

PHILOSOPHY 291, 292 INDIVIDUAL STUDY Open to sophomores with permission of the department.

PHILOSOPHY 391, 392 INDIVIDUAL STUDY Open to juniors with permission of the department.

PHILOSOPHY 491, 492 INDIVIDUAL STUDY Open to seniors with permission of the department.

PHILOSOPHY 497–498 HONORS STUDY Students must present to the chair for approval by the department a detailed proposal by April 15 of the junior year. A first draft of the Honors Study must be submitted by the end of the first semester of the senior year.

Physical Education

Adjunct Professors: Horne, Ricci, Shields, Wuyke; Adjunct Associate Professors: Benvenuti, Bishop, Bresnahan, J. Edmed, Kovach, Lavigne, Riker, Satarn, Steele, Ward; Adjunct Assistant Professors: Cornell, W. Edmed, Murphy, O'Brien, Wilson; Adjunct Instructors: Addison

All one-credit courses in physical education meet two hours each week for one-half semester only. For restrictions on the number of one-credit courses that can be applied toward the minimum degree requirements, see page 338 of the undergraduate catalog. Any student wishing to participate in any part of the program of physical education and/or intercollegiate sports is required to have a medical classification from the College Health Service. This regulation is necessary for the protection of the student as well as the College.

Courses

101, 102, 103, 104 PHYSICAL EDUCATION: THEORY AND PRACTICE Application of theory to practice of sports and recreational activities. Development of performance skill; attention to physiological and kinesiological aspects of physical movement; history of activity, competition and performance. Skill practice, lectures and assigned readings.

One hour of credit, marked as pass/not passed.

PHYSICAL EDUCATION 101C GOLF I Introduction to all basic clubs and the development of a fundamental golf swing.

Offered first half of first semester and second half of second semester. Special Fee. Enrollment limited to 12 students. *D. Cornell, J. Ward*

PHYSICAL EDUCATION 101D RUNNING FOR LIFETIME FITNESS An introduction to running as the foundation for a lifetime of fitness activity. Students will learn the basic principals of developing a sound and structured program of distance running, stretching, and core-strengthening exercises to support and maintain a healthy lifestyle.

Enrollment limited to 20 students. *N. Bishop*

PHYSICAL EDUCATION 101E INTRODUCTION TO SEA KAYAKING Basic paddling skills, self and partner rescue skills, boat and water safety and river exploration.

Enrollment limited to 12 students. Offered first half of first semester. *E. Kovach, D. Lavigne*

PHYSICAL EDUCATION 101G FITNESS I A program of progressive exercise, including various forms of aerobic activity and resistance training intended to help the student (1) improve fitness level and (2) develop an understanding of the physiological mechanisms which are involved.

Offered first and second half of first and second semester. Enrollment limited to 24 students. *R. Ricci, W. Wuyke*

PHYSICAL EDUCATION 101H BEGINNING SAILING Basic sailing skills, boat and water safety, and self and partner rescue skills.

Offered first half of first semester. Enrollment limited to 12 students. *J. Bresnahan*

PHYSICAL EDUCATION 101I INTERMEDIATE SAILING A continuation of beginning sailing with emphasis on advanced sailing skills and boat and water safety.

Prerequisite: Course 101H, or permission of the instructor. Offered first half of first semester. Enrollment limited to 12 students. *J. Bresnahan*

PHYSICAL EDUCATION 101J MOUNTAIN BIKING The basics of trail riding and equipment maintenance. Use of local and regional trails for biking, including tours of local bike shops with presentations by professional repair technicians. This course will benefit all levels of mountain bikers.

Enrollment limited to 12 students. *J. Bresnahan*

PHYSICAL EDUCATION 101L RACKET SPORTS: BEGINNING TENNIS Introduction to the fundamentals of stroke production.

Offered first half of first semester. Enrollment limited to 12 students. *Staff*

PHYSICAL EDUCATION 101M RACKET SPORTS: BEGINNING SQUASH Emphasis on basic skills, rules, strategy and competitive play.

Enrollment limited to 10 students. Offered first and second half of first semester. *H. McClelland*

PHYSICAL EDUCATION 101N RACKET SPORTS: RACQUETBALL Emphasis on the skills of the game: rules, strategy and match play strategy.

Enrollment limited to six students. Offered first and second half of first semester and second half of second semester. *M. Benvenuti, D. Lavigne, T. Satran*

PHYSICAL EDUCATION 101P RACKET SPORTS: INTERMEDIATE TENNIS Emphasis on improving strokes and game play.

Enrollment limited to ten students. Offered second half of first semester. *Staff*

PHYSICAL EDUCATION 101Q RACKET SPORTS: ADVANCED TENNIS I Emphasis on match play strategy for singles and doubles. Stroke play on both sides forehand/backhand.

Enrollment limited to 12 students. Offered first half of second semester. *Staff*

PHYSICAL EDUCATION 101R RIDING This mounted class is aimed at developing the riders ability on a horse. Beginners will learn correct position and sound basics of horsemanship, while advanced instruction will be aimed at refining the rider's position and use of the aids. Huntseat and dressage instruction. Classes held off campus; special fee.

Permission of the instructor required. Offered both semesters. *R. Luckhardt*

PHYSICAL EDUCATION 101S ADVANCED BEGINNING RIDING A continuation of Course 101R.

Permission of the instructor required. Offered both semesters. Special fee. *R. Luckhardt*

PHYSICAL EDUCATION 101T INTERMEDIATE RIDING A continuation of Course 101S.

Permission of the instructor required. Offered both semesters. Special fee. *R. Luckhardt*

PHYSICAL EDUCATION 101V ADVANCED EQUITATION A continuation of Course 101T.

Permission of the instructor required. Offered both semesters. Special fee. *R. Luckhardt*

PHYSICAL EDUCATION 101W ATHLETIC TRAINING I Students will learn musculo-skeletal anatomy, how to evaluate injuries, how to differentiate between mild, moderate, and severe injuries, and how to treat and rehabilitate injuries. Athletic Training I focuses on basic first aid, and anatomy, injury evaluation, treatment, and rehabilitation of lower extremity injuries.

Enrollment required in 101X. Offered first half of first semester. Enrollment limited to 8 students. *C. Horne*

PHYSICAL EDUCATION 101X ATHLETIC TRAINING II This course continues the work begun in Athletic Training I. Students will learn anatomy, injury evaluation, treatment, and rehabilitation techniques of the low back, shoulder, abdomen, and head and neck. Students will also learn to recognize and handle life threatening injuries.

Completion of 101W required. Offered second half of first semester. Enrollment limited to 8 students. *C. Horne*

PHYSICAL EDUCATION 101Z SKATING For beginners and intermediate skaters. Use of all four skating edges. Power skating skills.

Offered second half of first semester and first half of second semester. Enrollment limited to 25 students. *J. Ward, K. Steele*

PHYSICAL EDUCATION 102A ROWING/SCULLING Introduction to equipment, terminology and skills required to become competent in sculling in a recreational class boat. Emphasis on safety aspects of the sport of rowing. Participants must pass a swimming test.

Offered first half of first semester. Enrollment limited to 5 students. *R. Ricci*

PHYSICAL EDUCATION 102B INDOOR ROWING Introduction in the most efficient use of the Concept II rowing ergometer to improve aerobic capacity, strength, and flexibility. No previous rowing experience necessary.

Enrollment limited to 16 students. *R. Ricci*

PHYSICAL EDUCATION 102D AQUA AEROBICS An individualized program of cardiovascular fitness through exercise to music, conducted in the pool.

Offered first half of first semester and second half of second semester. Enrollment limited to 12 students. *W. Edmed*

PHYSICAL EDUCATION 102L RACKET SPORTS: BADMINTON This course emphasizes the introduction and review of the basic skills of the game, including rules, strategy and match play.

Enrollment limited to 8 students. *J. Bresnahan*

PHYSICAL EDUCATION 102O ROCK CLIMBING Course will include rope safety, belayer set-up, belaying system, climber set-up, climbing commands, general safety and belaying the climber.

Offered second half of first semester and first half of second semester. Enrollment limited to 12 students. *J. Edmed*

PHYSICAL EDUCATION 102Q RACKET SPORTS: ADVANCED TENNIS II Concentration on teaching the concepts and strategies of doubles play.

Offered second half of second semester. Enrollment limited to 10 students. *Staff*

PHYSICAL EDUCATION 103M RACKET SPORTS: INTERMEDIATE AND ADVANCED SQUASH Designed to improve court positioning and match play strategy through drills and competition.

Enrollment limited to 12 students. Offered first half of second semester. *Staff*

PHYSICAL EDUCATION 104G FITNESS II A continuation of Course 101G. Intended to more thoroughly pursue the objectives of Fitness I. Students gain experience in designing a year-round fitness training regimen leading to optimal fitness. Designed to promote increased understanding of the value of fitness and enhancement of the quality of life through fitness.

Prerequisite: Completion of Course 101G. Offered first half of first semester and first half of second semester. Enrollment limited to 24 students. *W. Wuyke*

PHYSICAL EDUCATION 105 PHYSICAL EDUCATION: CERTIFICATION PROGRAMS AND COACHING

One hour of credit, marked as pass/not passed.

PHYSICAL EDUCATION 105E SCUBA DIVING An in-depth study of the skills and techniques of skin and scuba diving leading to NAUI certification in SCUBA diving. Classroom sessions, pool sessions, and five open-water dives are included in the course.

Offered both semesters. Special fee. Enrollment limited to 14 students. *E. Rosacker*

PHYSICAL EDUCATION 105L COMMUNITY FIRST AID AND SAFETY & CPR FOR THE PROFESSIONAL RESCUER

Phase One: Community First Aid and Safety curriculum leading to certifications in American Red Cross First Aid, Adult, Infant and Child CPR.

Phase Two: CPR for the Professional Rescuer curriculum leading to a certification in American Red Cross CPR for the Professional Rescuer.

Enrollment limited to 10 students. Offered second half of first semester and second half of second semester. Special fee. *N. Bishop*

Two Credit Courses

PHYSICAL EDUCATION 110 SPORTS LEADERSHIP An introduction and exploration of sports leadership including the discussion of personal values, leadership styles, leadership approaches, and team dynamics as relevant to teams and/or athletic organizations. Students will be required to formulate a leadership statement and apply it to their role as a team member or team leader.

Enrollment limited to 40 students. *E. Kovach*

Four Credit Courses

PHYSICAL EDUCATION 124 ESSENTIALS OF FITNESS AND WELLNESS Exploration of the connections between physical, mental, emotional and social parameters of well-being. Topics include physical fitness, nutrition, diseases and defenses, use and abuse of alcohol and drugs, lifestyle management. Four credit hours.

Offered second semester. Enrollment limited to 25 students. *D. Lavigne*

PHYSICAL EDUCATION 130 THEORY OF COACHING A philosophical and conceptual approach to the coaching of sports and the related areas of coaching through readings and discussions. Observation of a coach or a team required. Designed to qualify the student to coach a specific sport in a school or recreation program. Four credit hours.

Prerequisite: Experience in high school, intramural or intercollegiate sports. Enrollment limited to 24 students. Offered second semester. *J. Edmed*

PHYSICAL EDUCATION 221 CONTEMPORARY ISSUES IN SPORT A basic introduction to the central issues of sport in our society. A study of the connection between sport and spheres of social life, including family, education, politics, the economy and the media. Understanding how sports participation informs the way people think about their own bodies, and about gender, social class, and race and ethnicity. Other topics include violence in sport, youth sport ethics and intercollegiate sport. Four credit hours.

Open to sophomores, juniors and seniors. Enrollment limited to 24 students. Offered second semester. *Staff*

PHYSICAL EDUCATION 291, 292 INDIVIDUAL STUDY Students must initiate an individual study with approval from a faculty adviser. A formal proposal must be presented to the department. The individual study may take the form of directed reading or research and writing and is supervised by a faculty member in the department.

Physics, Astronomy and Geophysics

Professors: Ammirati, Thompson; Associate Professors: Brown, Diagne; Senior Lecturers: Chomiak, Weinstein; Professor Monce, *chair*

The Major in Physics

The major in physics is designed to provide flexibility, so that students can match a program of study with their interests. Students may choose the general track or may select a concentration in astrophysics, physics for education, or physics and engineering (dual degree program). The major consists of a core curriculum, together with electives associated with each track or concentration.

Advisers: T. Ammirati, L. Brown, B. Chomiak, M. Diagne, M. Monce, D. Thompson, M. Weinstein

Core Curriculum

Physics 107, 108 (or 109, 110), 215, 319, 324; Mathematics 212.

Electives

General Track: In addition to the core curriculum, students majoring in physics with the general track must take Physics 208 (or 310), 320, and 404, as well as one elective in astronomy, geophysics, or physics. The elective cannot be satisfied by Physics Individual Study courses except with permission of the department. Students should be aware that Mathematics 225 and 226 are prerequisites for Physics 404, and that Mathematics 225 is either a prerequisite or recommended for other courses in this track. Students considering graduate school in physics are strongly urged to take both Physics 208 and 310, as well as Physics 410.

Astrophysics Concentration: In addition to the core curriculum, students with a concentration in astrophysics must take Physics 208 (or 310), 404; Astronomy 105, 110, 201, 302 (or 310). Students should be aware that Mathematics 225 and 226 are prerequisites for Physics 404, and that Mathematics 225 is either a prerequisite or recommended for other courses in this concentration. The following courses are strongly recommended for students considering graduate school in astrophysics: Mathematics 107 (or 206), 312; Chemistry 103, 104 (or 107, 204); Computer Science 110, 212.

Physics for Education Concentration: The concentration in physics for education places an emphasis on teaching physics at the secondary level. Students choosing this concentration will also work concurrently on state certification or a private school teaching certificate. Interested students should consult both the physics and education departments upon arrival at Connecticut College, or early in their freshman year, so that proper planning may be done. In addition to the core curriculum listed above, students with this concentration must take Physics 208, 310, 391 (or 392), 404. (Individual Study for this concentration will focus on current research in physics education, such as that published in the *American Journal of Physics* and *The Physics Teacher*.) Students should be aware that Mathematics 225 and 226 are prerequisites for Physics 404, and that Mathematics 225 is either a prerequisite or recommended for other courses in this concentration. The following courses are also recommended: Chemistry 103, 104 (or 107, 204); Astronomy 105, 110; Computer Science 110, 212.

Physics and Engineering (Dual Degree Program) Concentration: This program requires five years of study, three at Connecticut College and two at either Washington University in St. Louis or the Thayer School of Engineering at Dartmouth College. Students completing this program will receive a bachelor of arts degree from Connecticut College, as well as a bachelor of science from either Washington University (in engineering or applied science) or Dartmouth College (in engineering). During the three years at Connecticut College, a student is expected to earn at least seventy-five percent of the credits required for a degree from Connecticut College and to complete all General Education requirements. A student should have a grade point average of at least 3.0 and a strong record in mathematics and science to apply for admission to either program.

Students choosing this concentration are required to complete the core curriculum while at Connecticut College, as well as Mathematics 225; Computer Science 212; Chemistry 103, 104 (or 107, 204).

Students must complete equivalents to Physics 320 (or Physics 342) and Physics 404, approved beforehand by the department at Connecticut College, during the two years at Washington University or Dartmouth College.

The Connecticut College degree is not awarded until the engineering or applied science program is completed, normally five years after admission to Connecticut College. Students are advised, however, that credits for engineering or other technical courses may not be counted toward the requirements for a major or minor at Connecticut College.

Admission to one of these programs does not assure financial aid.
For further details, contact Thomas Ammirati.

The Minor in Physics

The minor in physics consists of Physics 107, 108 (or 109, 110), 208 (or 310), 215; Mathematics 225; one course from Physics 319, 320, 324, 342, 422.

The Minor in Astronomy

The minor in astronomy consists of the following courses: Astronomy 105, 110, 201, 302 (or 310); Physics 107 (or 109). The following courses are strongly recommended: Physics 108 (or 110), 215; Mathematics 113 (or 114), 212.

Learning Goals in the Department of Physics, Astronomy and Geophysics

The Department of Physics, Astronomy & Geophysics offers you an excellent education if you're interested in studying physics, astronomy or geophysics at the undergraduate level. The physics major is designed to provide flexibility so that students can tailor a program of study to their own interests. Classes and labs are taught in a contemporary facility well equipped with impressive technologies. You'll be encouraged to get involved in research work and independent study projects with faculty members at any time during your four years at Connecticut College. The department recognizes that the successful demonstration of the learning outcomes for the major depends both on the instruction within the department and student engagement aimed at developing the following skills:

- Demonstrate an understanding and application of the scientific method to develop and test new models that describe the physical world.
- Exhibit a proficiency in the methods of scientific inquiry in laboratory and/or research projects. Demonstrate basic experimental skills by the practice of setting up and conducting an experiment with due regards to minimizing measurement error and by the thoughtful discussion and interpretation of data.
- Demonstrate ability to convey physical concepts with mathematical expressions, and effectively derive quantitative predictions from a model through mathematical analysis.
- Present well-organized, logical and scientifically sound oral and written scientific reports.
- Identify the consequences of accepting a new interpretation

Courses

Astronomy

ASTRONOMY 105 SOLAR SYSTEM ASTRONOMY A study of the Sun, planets, and the solar neighborhood looking at their origins, properties, and behaviors. Development of the physical principles required to understand astronomical observations. Additional topics include ancient astronomy, celestial motions and properties of telescopes. Outdoor obser-

vatory work focuses on use of the telescope and making observations of the Sun, moon, and planets.

Three hours lecture, three hours laboratory and observatory work weekly. Enrollment limited to 18 students per section. This course satisfies General Education Area 1. *L. Brown*

ASTRONOMY 110 STARS, GALAXIES AND COSMOLOGY A survey of stars, galaxies, and the universe as a whole, their properties, behaviors and interactions. Exploration of the physical concepts needed to interpret, and the tools used to make, astronomical observations. Topics include the life and death of stars, all kinds of black holes, the search for dark matter, and the origin, evolution and possible fate of our universe.

Three hours lecture weekly. Enrollment limited to 60 students. This course satisfies General Education Area 1. *L. Brown, M. Weinstein*

ASTRONOMY 201 INTRODUCTION TO ASTROPHYSICS A treatment of the principles of physics and mathematics as applied to astronomical phenomena. Topics include astronomical coordinate systems, Newtonian mechanics and orbits, star properties and distance determinations, stellar structure, electromagnetic radiation and its interaction with matter.

Three hours lecture weekly. *Prerequisite*: Course 105 and 110 and Physics 107 or 109. Mathematics 113 recommended. Offered every other year starting in the spring of 2010. *L. Brown*

ASTRONOMY 302 OBSERVATIONAL TECHNIQUES IN ASTRONOMY A laboratory course introducing basic observational, computing, and data analysis techniques in current use in optical astronomy. Lecture focuses on instrumentation properties and use, and methods of analyzing observations. Observatory work involves use and calibration of the 20-inch telescope and CCD camera, and performing differential CCD filter photometry on various astronomical objects. Computer work involves image calibration and the extraction of useful physical information from student obtained images.

One lecture 1½ hours; four hours computer lab and observatory work weekly. *Prerequisite*: Course 105 and 110 and 201. Mathematics 113 and Computer Science 110 recommended. *L. Brown*

ASTRONOMY 310 THE ORIGIN AND FATE OF OUR UNIVERSE: AN ASTROPHYSICAL PERSPECTIVE A treatment of the fundamental observations and the basic physical and mathematical laws that permit scientists to understand the birth and evolution of our universe. This course will examine how observations over the last 30 years have led to the current "standard model" of an accelerating universe with a non-zero cosmological constant. Topics include the distance ladder, Hubble's law, dark matter, dark energy, the cosmic microwave background, space curvature, The Big Bang, inflation and the first three minutes of cosmic existence.

Prerequisite: Astronomy 110, Physics 107 or 109, Mathematics 112. Enrollment limited to 30 students. *L. Brown*

ASTRONOMY 291, 292 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research work per week. The four-credit option requires the student to commit to eight to ten hours of independent research work per week.

ASTRONOMY 391, 392 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research work

per week. The four-credit option requires the student to commit to eight to ten hours of independent research work per week.

ASTRONOMY 491, 492 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research work per week. The four-credit option requires the student to commit to eight to ten hours of independent research work per week.

Geology/Geophysics

GEOPHYSICS 115 INTRODUCTION TO PHYSICAL GEOLOGY This is the same course as Environmental Studies 115. Refer to the Environmental Studies listing for a course description.

GEOPHYSICS 120 INTRODUCTION TO ENVIRONMENTAL GEOLOGY This is the same course as Environmental Studies 120. Refer to the Environmental Studies listing for a course description.

GEOPHYSICS 210 HYDROLOGY This is the same course as Environmental Studies 210. Refer to the Environmental Studies listing for a course description.

GEOPHYSICS 259 MINING AND THE ENVIRONMENT This is the same course as Environmental Studies 259. Refer to the Environmental Studies listing for a course description.

GEOPHYSICS 314 EARTH SURFACE PROCESSES AND LANDFORMS This is the same course as Environmental Studies 314. Refer to the Environmental Studies listing for a course description.

GEOPHYSICS 315 RIVER ENVIRONMENTS: SCIENCE, ENGINEERING, AND MANAGEMENT This is the same course as Environmental Studies 315. Refer to the Environmental Studies listing for a course description.

GEOPHYSICS 316 COASTAL DYNAMICS OF SOUTHERN NEW ENGLAND This is the same course as Environmental Studies 316. Refer to the Environmental Studies listing for a course description.

GEOPHYSICS 410 ENVIRONMENTAL RIVER RESTORATION This is the same course as Environmental Studies 410. Refer to the Environmental Studies listing for a course description.

GEOPHYSICS 291, 292 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research work per week. The four-credit option requires the student to commit to eight to ten hours of independent research work per week.

GEOPHYSICS 391, 392 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research work per week. The four-credit option requires the student to commit to eight to ten hours of independent research work per week.

GEOPHYSICS 491, 492 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research work per week. The four-credit option requires the student to commit to eight to ten hours of independent research work per week.

Physics

PHYSICS 107, 108 GENERAL PHYSICS A general introduction to the logical foundations of physics, using calculus. Areas of study include classical physics (mechanics, thermodynamics, electricity and magnetism, optics) and selected topics in modern physics. Students may only receive credit for one set of introductory physics courses either Physics 107, 108 or Physics 109, 110.

Three hours of lecture and discussion per week; three hours of laboratory per week. *Prerequisite or parallel*: Mathematics 112 (or a more advanced calculus course). Either Course 107 or 109 is a prerequisite for Course 108. Enrollment limited to 15 students per section. Course 107 satisfies General Education Area 1. *Staff*

PHYSICS 109, 110 GENERAL PHYSICS/STUDIO A general introduction to the logical foundations of physics, using calculus. Areas of study include classical physics (mechanics, thermodynamics, electricity and magnetism, optics) and selected topics in modern physics. Students may only receive credit for only one set of introductory physics courses either Physics 107, 108 or Physics 109, 110.

Six hours of combined lecture, discussion, and laboratory per week. *Prerequisite or parallel*: Mathematics 112 (or a more advanced calculus course). Either Course 107 or 109 is a prerequisite for Course 110. Enrollment limited to 20 students per section. Open to freshmen only. Course 109 satisfies General Education Area 1. *M. Weinstein*

PHYSICS 111 MODERN SCIENCE AND TECHNOLOGY: GATEWAY TO A NEW MILLENNIUM The fundamental ideas that underlie the technology of the late 20th and early 21st centuries. Topics include laser, nuclear, medical, electronic, and space travel technologies. The impact that these technologies are having in terms of the environment, resource depletion, society's view of science and related societal issues. Intended primarily for students not majoring in science. Students may not receive credit for both this course and the Freshman Seminar "Modern Science and Technology."

Three hours of lecture and discussion. Enrollment limited to 40 students. This course satisfies General Education Area 1. *T. Ammirati*

PHYSICS 113 ENERGY AND THE ENVIRONMENT An introduction to the physics of energy and the laws of thermodynamics as applied to environmental issues. Emphasis on processes for producing electrical energy such as wind, solar, fossil fuels, nuclear, and geothermal/hydrodynamic. Energy use in the transportation sector will also be examined. This is the same course as Environmental Studies 113.

Three hours of combined lecture and laboratory per week. No knowledge of calculus is required. Enrollment limited to 16 students. *M. Monce*

PHYSICS 208, 310 EXPERIMENTAL PHYSICS I AND II A two-semester sequence of laboratory work involving experiments in mechanics, optics, oscillatory phenomena, electromagnetism, and modern physics.

One lecture; five hours laboratory work weekly. *Prerequisite:* Physics 108 or 110. Physics 215 recommended as parallel or prerequisite for 310. *M. Monce*

PHYSICS 213 ELECTRONICS FOR SCIENTISTS An introductory course in electronics for science and mathematics majors. Topics will include Ohm's law, the use of instruments, resonant circuits, transformers and power supplies, solid state devices, transistor amplifiers, oscillators and filters.

One lecture, five hours laboratory work. Enrollment limited to 10 students. *Staff*

PHYSICS 215 MODERN PHYSICS Concepts in contemporary physics. Relativity, an introduction to quantum theory, and the structure of matter at the molecular, atomic, nuclear and elementary particle levels.

Three hour lecture and discussion. *Prerequisite*: Physics 108 or 110, and Mathematics 113. *Staff*

PHYSICS 225 DIGITAL DESIGN This is the same course as Computer Science 215. Refer to the Computer Science listing for a course description.

PHYSICS 319 CLASSICAL MECHANICS An introduction to theoretical mechanics, a study which relates and interprets motion in terms of its causes, and which forms a basis for much of modern physical theory. Vectors, particle dynamics, celestial mechanics, systems of particles and rigid body motion, conservation laws and the formulation of Lagrange.

Prerequisite: Physics 108 or 110, and Mathematics 112 and 113. *Prerequisite or parallel:* Mathematics 225 or permission of the instructor. *T. Ammirati, M. Monce*

PHYSICS 320 THERMODYNAMICS AND STATISTICAL MECHANICS An introduction to the power and generality of thermodynamic reasoning, with selected examples. Systems and equations of state, first and second laws of thermodynamics, entropy, classical and quantum statistics.

Prerequisite: Physics 108 or 110. *Prerequisite or parallel:* Mathematics 225 or permission of the instructor. *Staff*

PHYSICS 324 ELECTROMAGNETIC THEORY An introduction to the description of electromagnetic phenomena. Discussion will include fields and potentials, interaction of fields and matter, the development of Maxwell's equations, and electromagnetic waves. Vector calculus is developed as needed in the course.

Three hours lecture. *Prerequisite:* Physics 108 or 110 and Mathematics 212; Physics 319, 320 or 342 and Mathematics 225 strongly recommended. *M. Monce, L. Brown*

PHYSICS 342 ADVANCED PHYSICAL OPTICS The nature and propagation of light using Maxwell's equations; study of interference, diffraction, polarization, dispersion, and absorption. Introduction to lasers, non linear optical phenomena and Fourier Optics.

Prerequisite: Physics 108 or 110. *Prerequisite or parallel:* Mathematics 225 or permission of the instructor. *Staff*

PHYSICS 404 QUANTUM MECHANICS The formalism of the quantum theory required for deeper understanding and further studies in contemporary physics. Topics will include wave functions and operators, the Schroedinger equation, solutions of the wave equation in various potentials, angular momentum and spin, perturbation theory and the matrix formulation.

Prerequisite: Physics 319, 324, Mathematics 225, and 226; or permission of the instructor. *M. Monce*

PHYSICS 410 APPLIED QUANTUM MECHANICS Selected topics in the application of quantum mechanics to physical systems. These systems will include one electron and multielectron atoms, molecules, condensed matter, nuclear and high energy physics.

Prerequisite: Course 404 or Chemistry 309. *M. Monce*

PHYSICS 422 ADVANCED OPTICAL PHYSICS LABORATORY Practices and theory of modern experimental physics. Experiments in the tunable laser laboratory with specific investigations in the fields of molecular spectroscopy including measurement of absorption line strengths, use of etalons for laser stabilization, collisional cooling techniques, and methods for determination of refractive indices.

One lecture; five hours laboratory work. *Prerequisite:* Course 208 and 215 and 310. *Staff*

PHYSICS 291, 292 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research work per week. The four-credit option requires the student to commit to eight to ten hours of independent research work per week.

PHYSICS 391, 392 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research work per week. The four-credit option requires the student to commit to eight to ten hours of independent research work per week.

PHYSICS 491, 492 INDIVIDUAL STUDY Independent research work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent research work per week. The four-credit option requires the student to commit to eight to ten hours of independent research work per week.

PHYSICS 497–498 HONORS STUDY

Psychology

Professors: Chrisler, Devlin, Singer, Vyse; Associate Professors: Grahn, Nier; Assistant Professor: Schroeder; Visiting Assistant Professors: Armey, Carney, Cohen; Senior Lecturer: Gorman; Lecturer: Campbell; Visiting Instructor: Crasper; Associate Professor Zakriski, *chair*

The Major in Psychology

The major consists of at least eleven courses. Students who choose this major must elect Courses 101, 102, 201, 202; two courses from the clinical area: 205, 210, 301, 305, 309, 316, 326, 405, 419, 423, 441 or 442; two courses from the social area: 203, 206, 208, 304, 310, 318, 320, 321, 325, 335, 337, 340, 341, 450, 493/494A; two courses from the experimental area: 204, 212, 214, 215, 306, 307, 311, 314, 322, 332, 336, 343, 406, 407, 409, 426, 493D, 494D; and one elective. The six courses chosen to fulfill the three areas (clinical, social, experimental) may include no more than three courses at the 200-level. Students must also complete one course with a laboratory (exclusive of courses 201 and 202); which will normally be course 101. For the elective, students may choose any 200–400 level course in the Psychology Department or Human Development 302, 306, 307, or 321. Students declaring Psychology as a major after 9/1/2011 must complete a 400 level seminar, a 400 level individual study, or honors study.

Advisers: J. Chrisler, A. Devlin, C. Garrett, J. Gorman, R. Grahn, J. Nier, J. Schroeder, J. Singer, S. Vyse, A. Zakriski

The Minor in Psychology

The minor consists of Courses 101, 102, and three other courses at the 200 level or 300 level. At least one 300-level course must be taken.

Advisers: J. Chrisler, A. Devlin, C. Garrett, J. Gorman, R. Grahn, J. Nier, J. Schroeder, J. Singer, S. Vyse, A. Zakriski

Behavioral Neuroscience

The interdisciplinary major in Behavioral Neuroscience is offered jointly by the Psychology and Biology Departments and is intended to fill the needs of students seeking understanding of the biological bases of behavior. It guides the student toward investigation of physiological, genetic, structural, developmental, and evolutionary foundations of human and non-human animal behavior. See listing under Behavioral Neuroscience. *R. Grahn, director*

Learning Goals in the Psychology Major

The Psychology major is based on the premise that the discipline involves a broad-based understanding of Psychology as both a social science and as a natural science. The major is structured to enable students to identify and discuss key concepts, theories, and leaders in physiological, sensation and perception, behavioral, cognitive, health, social, personality, developmental, and clinical psychology.

Foundations

Students will:

- display a capacity for critical thinking through analysis of scientific literature
- develop a recognition of the importance of diversity (*e.g.*, race, ethnicity, class, gender, age, sexual orientation, etc.) in understanding human behavior
- have knowledge of the ethical responsibilities of the scholarly discipline and profession of psychology

Methods

Students will:

- gain knowledge of research design and acquire skills in statistical analysis for both correlational and experimental studies in psychology
- design, execute, and report on an independent research investigation
- demonstrate ability with relevant electronic databases and statistical software programs

Areas of Knowledge

Students will:

- understand how psychologists study human behavior with particular attention to three broad subject areas: social psychology, clinical psychology, and experimental psychology
- master key concepts, theories, and controversies in these three areas

- gain an understanding of the methods and responsibilities of the profession of psychology
- demonstrate proficiency in literature review, analysis, and scientific writing in the tradition of this discipline

Advanced Study

Students will:

- conduct advanced analysis of topics by completing at least three upper-level courses spread among at least two of the three broad areas described earlier
- critique prominent theoretical models, describe advanced research methods and findings, and outline the associated professional and scholarly issues

Graduate Study and Career Preparation

Students will:

- be prepared for graduate study and/or employment in psychology or in a variety of psychology-related disciplines and positions

Courses

PSYCHOLOGY 101 PSYCHOLOGY AS A NATURAL SCIENCE An introduction to the scientific study of behavior. Topics include the neurobiological bases of psychology, sensory and perceptual processes, conditioning and learning, states of consciousness, motivation, emotion, and language. Weekly laboratory sessions provide an introduction to experimental methods of studying behavior.

Three lectures; three hours laboratory work. Preference given to freshmen and sophomores and to Psychology, Psychology-based Human Relations, and Behavioral Neuroscience majors. Offered fall and spring. Enrollment limited to 15 students per laboratory section. This course satisfies General Education Area 1. *J. Chrisler, R. Grahn, S. Vyse*

PSYCHOLOGY 102 PSYCHOLOGY AS A SOCIAL SCIENCE An introduction to the social aspects of human thought, feeling, and action. Topics discussed include personality, intelligence and its assessment, social influence, cognitive and social development, abnormal psychology, and psychotherapy.

Offered annually. Enrollment limited to 40 students. This course satisfies General Education Area 3. *J. Nier, J. Singer, A. Zakriski*

PSYCHOLOGY 201 PSYCHOLOGICAL STATISTICS An examination of statistical concepts and techniques as used in the analysis of psychological data. After surveying measures of central tendency, variability, and correlation, the course emphasizes methods of statistical inference: confidence intervals, the *t* test, and the Analysis of Variance. This course provides the technical background needed for an appreciation of the results of psychological research.

Three lectures; two hours laboratory work. *Prerequisite*: Course 101, 102, or Biology 105. Offered annually. Enrollment limited to 20 students per laboratory section. *J. Nier, S. Vyse*

PSYCHOLOGY 202 RESEARCH METHODS IN PSYCHOLOGY A study of methods used in psychological research. This course considers hypothesis formulation, research design, and the reporting of results. Course requirements include a supervised research project.

Two lectures with integrated laboratory work. *Prerequisite*: Course 201. Offered annually. Enrollment limited to 25 students per section. This is a designated Writing course. *A. Devlin, J. Gorman, J. Nier, S. Vyse*

PSYCHOLOGY 203 PSYCHOLOGY OF WOMEN Psychological theories of women's development, physiological aspects of reproduction, mental health issues of special concern to women, gender roles, and the current status of research on sex and gender.

Prerequisite: Course 102, Sociology 103, or Gender and Women's Studies 103. Offered annually. Enrollment limited to 40 students. *J. Chrisler*

PSYCHOLOGY 204 PSYCHOLOGY OF SLEEP A theoretical, empirical, and experiential exploration of the physiological, neurocognitive, and functional aspects of sleep. Topics include: psychophysiology of sleep; sleep disorders and sleep deprivation; mental processes across the sleep/wake cycle; and consciousness and dreaming. Students will collect individual electroencephalographic sleep data and work collectively on a class sleep research project.

Prerequisite: Course 101. Enrollment limited to 40 students. *J. Schroeder*

PSYCHOLOGY 205 PSYCHOLOGY OF PERSONALITY A study of the development and functioning of the normal and abnormal personality. Experimental and clinical research will be presented along with theories that are related to questions of individual difference.

Prerequisite: Course 102. Offered annually. Enrollment limited to 40 students. *J. Singer*

PSYCHOLOGY 206 SOCIAL PSYCHOLOGY A study of social factors in psychology and psychological factors in society, with particular reference to the psychology of social attitudes, propaganda, group dynamics, and selected social problems.

Prerequisite: Course 102 or one course in sociology. Offered annually. Enrollment limited to 40 students. *J. Nier*

PSYCHOLOGY 208 HEALTH PSYCHOLOGY A study of the application of psychosocial principles to health-related issues. Topics include patient-practitioner communication, the modification of health behaviors, stress and coping, and the management of chronic and terminal illness.

Prerequisite: Course 101 or 102, or permission of the instructor. Offered in alternate years. Enrollment limited to 40 students. *J. Chrisler*

PSYCHOLOGY 210 PSYCHOLOGICAL DISORDERS AND DYSFUNCTION An introduction to psychological disorders, their causes, and treatments. The relevance of explanatory models from introductory psychology will be stressed using case studies and empirical research.

Prerequisite: Courses 101 and 102. Offered annually. Enrollment limited to 40 students. *A. Zakriski*

PSYCHOLOGY 212 DRUGS AND BEHAVIOR The effects of drugs on human behavior relating, where possible, behavioral effects to actions on the brain. Discussion of a wide variety of drugs including those used in the treatment of mental health disorders and substances of abuse.

Prerequisite: Course 101 or Biology 105, or permission of the instructor. Offered in alternate years. Enrollment limited to 40 students. *R. Grahn, Staff*

PSYCHOLOGY 214 BIOPSYCHOLOGY An introduction to the neural basis of behavior and cognition, with an emphasis on the anatomical and developmental organization of the nervous system and the cellular basis of neural communication. The role of neurotransmit-

ter systems in mediating behavior and cognition will also be emphasized. This is the same course as Biology 214.

Two lectures. *Prerequisite:* Course 101 or Biology 106. Enrollment limited to 40 students. *R. Grahn, J. Schroeder*

PSYCHOLOGY 215 SENSATION AND PERCEPTION The anatomical, physiological, and psychological/behavioral aspects of sensation and perception. Lectures and discussions of the basic sensory mechanisms and higher order processing of visual, auditory, tactile, and chemical information. Emphasis on the impact of sensation and perception on development, learning and memory, cognition, and environment.

Prerequisite: Course 101 or Biology 105. Enrollment limited to 40 students. This course is not open to students who have received credit for Psychology 308. *J. Schroeder*

PSYCHOLOGY 301/501 FORENSIC PSYCHOLOGY A study of issues pertaining to psychologists performing services within a legal context (criminal, civil, and family court). Examples include the following: the psychologist as an expert witness, the insanity defense, competence to stand trial, diminished capacity, forensic neuropsychological evaluations, and emotional factors in personal injury evaluations. Class discussion will be facilitated by reviewing recent court cases described in the media and by discussing historically important cases that affect psychologists working within the legal system. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 301: Course 205 or 210, or permission of the instructor. Permission of the instructor is required for Course 501. Enrollment limited to 30 students. *Staff*

PSYCHOLOGY 304 SOCIAL COGNITION AND GROUP PROCESSES An intermediate course in social psychology that examines social perception and thought, with an emphasis on its relationship to group behavior. Topics may include attribution theory, the self, attitudes and attitude change, implicit and explicit prejudice, intergroup relations, and social cognitive neuroscience. Readings of original social psychological research and the process of conducting research will be emphasized.

Prerequisite: Course 206. Enrollment limited to 16 students. Offered in alternate years. *J. Nier*

PSYCHOLOGY 305/512 SEMINAR IN PERSONALITY RESEARCH An examination of the research process in personality psychology. Contemporary research in personality psychology will be examined at three levels: 1) traits or general descriptions; 2) characteristic adaptations including goals, coping strategies and defenses; 3) identity and meaning-making, including life stories and autobiographical memories. An examination of selected theories and research methods. Emphasis on the development of original research projects. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 305: Courses 201, 202, and 205. Open to sophomores, juniors, and seniors. Permission of the instructor is required for Course 512. Enrollment limited to 12 students. *J. Singer*

PSYCHOLOGY 306 CONDITIONING AND LEARNING: CURRENT THEORY AND APPLICATION A laboratory course in classical and operant conditioning with special emphasis on the development of research skills in the experimental analysis of human and animal behavior. A supervised research project in conditioning is required.

Two lectures; three hours laboratory work weekly. *Prerequisite*: Course 201. Enrollment limited to 16 students. Offered in alternate years. *S. Vyse*

PSYCHOLOGY 307 COGNITIVE PROCESSES An examination of the organization of cognitive functioning with particular emphasis on models of thinking and the manner in which information is processed. The areas of attention, pattern recognition, memory, retrieval, and problem solving will be considered in light of current theory and research.

Prerequisite: Course 202. Enrollment limited to 30 students. Offered annually. *A. Devlin*

PSYCHOLOGY 309/503 BEHAVIORAL MEDICINE An examination of theory and practice in the field of behavioral medicine. Emphasis will be placed on the role of mind-body interaction in physical health and illness. Approaches to health maintenance will be discussed. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 309: Course 208, Biology 202, or Psychology/Biology 314; or permission of the instructor. Permission of the instructor is required for Course 503. Enrollment limited to 16 students. Offered in alternate years. *J. Chrisler*

PSYCHOLOGY 310 PSYCHOLOGY OF PREJUDICE A seminar that will examine the social psychological origins of prejudice. Discussions will focus on classic and contemporary understandings of prejudice and its relationship to intergroup relations, stereotyping, and discrimination. The course will also include discussion of social psychological interventions aimed at reducing prejudice.

Prerequisite: Course 202 and 206. Enrollment limited to 16 students. *J. Nier*

PSYCHOLOGY 311 BEHAVIORAL ECONOMICS An introduction to recent advances in economics produced by the application of experimental methods from the field of psychology. Topics will include violations of the standard economic assumptions of self-interest and maximization in the decisions and choices of individuals, consumers, investors, and borrowers.

Prerequisite: Course 201 or Economics 205. Preference given to psychology majors. Enrollment limited to 30 students. Offered in alternate years. *S. Vyse*

PSYCHOLOGY 314/514 BEHAVIORAL NEUROSCIENCE Relationship between the nervous system and behavior. Topics include sensation, sleep, language, learning, emotions, stress, and mental illness. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus. This is the same course as Biology 314.

Two lectures and one laboratory per week. *Prerequisite for Course 314*: Psychology/Biology 214, Biology 202, or permission of the instructor. Permission of the instructor is required for Course 514. Enrollment limited to 20 students. Offered annually. *R. Grahn, J. Schroeder*

PSYCHOLOGY 316/527 COGNITIVE BEHAVIOR THERAPY An examination of cognitive behavioral therapy from general principles to clinical applications. Topics include cognitive behavioral assessment, therapy techniques, research in cognitive behavioral therapy, and principles of human self-regulation of emotional, sexual, and addictive behavior. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 316: Course 205, 210 or permission of the instructor. Permission of the instructor is required for Course 527. Enrollment limited to 20 students. *Staff*

PSYCHOLOGY 318/518 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY Personnel and organizational psychology examined within the context of the changing U.S. work force and international competition. Issues include the role of women and minorities, the aging worker, the family (*e.g.*, day care and parental leave), and cross-cultural differences

in management styles. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 318: Course 206 or permission of the instructor. Permission of the instructor is required for Course 518. Enrollment limited to 30 students. Offered in alternate years. *A. Devlin*

PSYCHOLOGY 320 ENVIRONMENTAL PSYCHOLOGY An examination of the interaction between human behavior and the designed environment. Emphasis on the theory and practice of environmental psychology, considering such issues as personal space and territoriality, spatial orientation and legibility, privacy and crowding, and specific building types (*e.g.*, housing, dormitories, prisons, libraries).

Prerequisite: Course 202 or permission of the instructor. Enrollment limited to 30 students. Offered in alternate years. *A. Devlin*

PSYCHOLOGY 321/521 SPORT AND EXERCISE PSYCHOLOGY An examination of the major psychological and cultural factors associated with participation in sport and exercise. Topics include the scientific approach in sport and exercise psychology, individual differences, competition and cooperation, motivation, team processes, cognitive behavioral and behavioral methods for enhancing performance, positive and negative health aspects of participation in sport and exercise, and personal development throughout the lifespan. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 321: Course 205, 206, or 210. Permission of the instructor is required for Course 521. Enrollment limited to 30 students. *Staff*

PSYCHOLOGY 322/522 PSYCHOPHARMACOLOGY The neural substrates of pharmacology. Focus on cellular and molecular neuropharmacology, metabolism in the CNS, receptors, modulation of synaptic transmission, and analysis of neurotransmitter systems. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus. This is the same course as Biology 322.

Two lectures and one laboratory each week. *Prerequisite for Course 322:* Open to juniors and seniors who have taken Psychology/Biology 214 or Biology 202. Course 322 is a designated Writing course. Permission of the instructor is required for Course 522. Enrollment limited to 20 students. Offered annually. *R. Grahn*

PSYCHOLOGY 325/593B INTIMATE RELATIONSHIPS Emphasis on contemporary research problems and their relevance to theory. Each student undertakes extensive reviews of self-selected topics and/or undertakes research projects. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 325: Course 201 or equivalent. Course 202 recommended. Permission of the instructor is required for Course 593B. Enrollment limited to 16 students. *J. Chrisler*

PSYCHOLOGY 326/532 DEVELOPMENTAL PSYCHOPATHOLOGY An examination of childhood psychological disturbances from a developmental psychopathology framework. Emphasis on risk and protective factors, the variety of influences that affect disturbance, and specific forms of psychological maladjustment in childhood. Prevention and intervention discussed. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 326: Course 210. Permission of the instructor is required for Course 532. Enrollment limited to 16 students. *A. Zakriski*

PSYCHOLOGY 330 SEMINAR ON CURRENT ISSUES Discussion of current research issues in psychology related to faculty research in the department. Students write a substantial literature review on a topic of their choice. The topic of the literature review will determine in which area the course may be counted to fulfill the major requirements. Strongly recommended for students intending to do Honors Study.

Prerequisite: Courses 201 and 202. Enrollment limited to 16 students; juniors given preference. *Staff*

PSYCHOLOGY 332/533 COMPARATIVE PSYCHOLOGY: ORIGINS OF MIND AND BEHAVIOR Development, mechanisms, evolutionary history, and function of behavior across species with emphasis on clarifying the origins of human behavior. Topics include reproduction, parental care, territoriality, predator evasion, communication, learning, and social behavior. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 332: Course 101 or permission of the instructor. Permission of the instructor is required for Course 533. Enrollment limited to 20 students. *J. Schroeder*

PSYCHOLOGY 333, 334 SELECTED TOPICS Advanced seminar or research study may be arranged for adequately prepared groups of students in areas of psychology not otherwise available in the undergraduate or graduate curriculum. Selected topics may be offered at the 300 or 400 level. 400-level selected topics courses include a major research project. Enrollment limited to 16 students.

PSYCHOLOGY 335/535 CULTURAL PSYCHOLOGY A detailed analysis of the ways in which Western sociocultural assumptions have influenced the science and practice of psychology. Consideration will be given to how well psychological theories apply to people of diverse ethnic/cultural backgrounds and worldviews. Topics include personality and social psychology, mental health and mental illness, counseling, and psychotherapy. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 335: Course 205, 206, or 210. Permission of the instructor is required for Course 535. Enrollment limited to 30 students. *Staff*

PSYCHOLOGY 336/536 NEUROBIOLOGY OF DISEASE Analysis of the neuropathology and behavioral dysfunction of neuropathology and psychiatric disorders. Focus on etiology, epidemiology, diagnosis, and treatment strategies aimed at prevention, symptom alleviation, and restoration of function. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus. This is the same course as Biology 336.

Prerequisite for Course 336: Psychology/Biology 214 or Biology 202. Permission of the instructor is required for Course 536. Enrollment limited to 20 students. *R. Grahn, J. Schroeder*

PSYCHOLOGY 337/537 EXPERIMENTAL SOCIAL PSYCHOLOGY An examination of the research process in social psychology. Selected research methods and theories in social psychology will be reviewed. Data analysis and writing of research reports will be emphasized. Course requirements include a project for which students will design an original study. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 337: Courses 201, 202, and 206. Permission of the instructor is required for Course 537. Enrollment limited to 20 students. *J. Nier*

PSYCHOLOGY 340 PSYCHOLOGY OF MEN AND MASCULINITY Psychological theories of the development of masculinities, men and violence, mental health issues of special concern to men, men's sexuality and relationships, and biopsychosocial influences on men's physical health. This is the same course as Gender and Women's Studies 340.

Prerequisite: Course 203 or 206; or Gender and Women's Studies 103; or permission of the instructor. Enrollment limited to 30 students. *Staff*

PSYCHOLOGY 341/541 PEER RELATIONSHIPS AND DEVELOPMENT An examination of peer relationships from toddlerhood through adolescence. Emphasis on the various types of peer experiences and the related individual and group processes that shape them; relationships between peer experiences and self-perceptions; positive and negative effects of peer relationships on social and emotional development; and school-based interventions designed to enhance children's peer relationships and psychological well-being. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 341: Courses 102 and 206. Permission of the instructor is required for Course 541. Enrollment limited to 30 students. *A. Zakriski*

PSYCHOLOGY 343/543 COGNITIVE BRAIN IMAGING An examination of how cutting-edge brain imaging techniques such as fMRI and PET can be used to study how the brain executes complex cognitive functions such as attention, memory, visual thinking, and language comprehension. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 343: Course 202 or permission of the instructor. Course 307 or Psychology/Biology 214 is recommended. Permission of the instructor is required for Course 543. Enrollment limited to 20 students. *J. Schroeder*

PSYCHOLOGY 405/505 SEMINAR IN PSYCHOPATHOLOGY An examination of major categories of psychological disorders, including schizophrenia, depression, anxiety, and personality disorders, with emphasis on current psychopathology research. Current controversies will be considered, including approaches to diagnostic classification, causal explanations, and treatment issues. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 405: Open to juniors and seniors who have taken Course 210. Permission of the instructor is required for Course 505. Enrollment limited to 16 students. Offered annually. *A. Zakriski*

PSYCHOLOGY 406 IRRATIONAL BEHAVIOR Psychology of behavior that is irrational yet not abnormal. Philosophical, economic, and psychological theories of rationality. Research in sub-optimal choice, biased decision-making, and cognitive heuristics applied to common behavioral phenomena, including irrational gambling, problems of self-control, and paranormal belief.

Prerequisite: Courses 101 and 201. Open to juniors and seniors. Enrollment limited to 15 students. This is a designated Writing course. *S. Vyse*

PSYCHOLOGY 407/507 ADVANCED PSYCHOLOGICAL STATISTICS Statistical principles of research design with primary emphasis on analysis of variance models. Other parametric procedures and nonparametric techniques are selectively reviewed for application to particular descriptive and inferential problems. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 407: Courses 201 and 202. Permission of the instructor is required for Course 507. Enrollment limited to 16 students. Offered annually. *J. Nier*, *S. Vyse*

PSYCHOLOGY 409/509 BEHAVIORAL ENDOCRINOLOGY Topics include the influence of steroid action on motivated behaviors, cognitive function, and affective processes. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus. This is the same course as Biology 409.

Prerequisite for Course 409: Open to juniors and seniors who have taken Psychology/Biology 214 or Biology 202. Permission of the instructor is required for Course 509. Enrollment limited to 16 students. *R. Grahn*

PSYCHOLOGY 419/519 ADVANCED CLINICAL PSYCHOLOGY Seminar on essential issues in the science and practice of clinical psychology. Topics include assessment, psychotherapy models and techniques, professional ethics, cultural and gender issues, and developments in the fields of psychotherapy research and psychotherapy integration. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 419: Course 210 or permission of the instructor. Open to juniors and seniors. Permission of the instructor is required for Course 519. Enrollment limited to 12 students. *J. Singer, A. Zakriski*

PSYCHOLOGY 423/523 COUPLES AND FAMILY THERAPY An examination of couples therapy and family therapy from general principles to clinical applications. Topics include assessment, therapy techniques, and research in couples and family therapy. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 423: Course 210. Permission of the instructor is required for Course 523. Enrollment limited to 15 students. *J. Singer*

PSYCHOLOGY 426/526 PSYCHOLOGY OF STRESS Psychological and physiological concomitants. The relationship of stress to phenomena such as fear, anxiety, emotion, aggression, and susceptibility to disease will be examined. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 426: Open to juniors and seniors who have taken Course 309 or Psychology/Biology 214, and to others with permission of the instructor. Permission of the instructor is required for Course 526. Enrollment limited to 16 students. *J. Chrisler, R. Grahn*

PSYCHOLOGY 441/539, 442/540 PRACTICUM IN CLINICAL AND COMMUNITY PSYCHOLOGY Supervised practicum in clinical and community psychology. Students work 10-12 hours per week in supervised field placements in hospitals, child guidance clinics and other community agencies. Selections for the academic year are made the preceding spring. Participation is typically for a full academic year. Students electing 441, 442 must concurrently register for the Seminar in Clinical and Community Psychology, 441A, 442A. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 441/442: Course 210 and permission of the supervising faculty member and agency director. Priority given to senior majors in psychology and psychology-based human relations. Permission of the instructor is required for Course 539/540. Enrollment limited to 16 students. Offered annually. *A. Zakriski, J. Singer*

PSYCHOLOGY 441A, 442A SEMINAR IN CLINICAL AND COMMUNITY PSYCHOLOGY An examination of the theory and practice of psychology through its

focus on approaches to mental health and deviant behavior. Issues in clinical and community psychology are considered in weekly seminars.

Prerequisite: Open to students who have been selected for the Practicum in Clinical and Community Psychology 441, 442. Two credit hours. Enrollment limited to 12 students. *J. Singer, A. Zakriski*

PSYCHOLOGY 450/550 SEMINAR IN SOCIAL PSYCHOLOGY An in-depth examination of selected topics in social psychology including social cognition, group processes, altruism, and prejudice. Emphasis on the discussion of research from the major journals in the field. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 450: Course 206. Permission of the instructor is required for Course 550. Enrollment limited to 15 students. *J. Nier*

PSYCHOLOGY 451/551 GERIATRIC PSYCHOLOGY A study of the later years of human life from a multidisciplinary approach based on historical perspectives and current research on normal and impaired aging. This course provides students with a broad understanding of psychological processes associated with aging, including social-emotional, biopsychological, and medical features of aging; cultural and cross-cultural considerations; assessment of disability such as neurodegenerative disease; home habilitation; and personal independence. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 441: Course 210. Permission of the instructor is required for Course 551. Enrollment limited to 16 students. *M. Cohen*

PSYCHOLOGY 452/552 CLINICAL NEUROPSYCHOLOGY An introduction to neuropsychological assessment techniques. Topics include learning and autism spectrum disorders, traumatic brain injury, and psychiatric disorders. Discussion of practical applications of findings from evaluations. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 452: Course 210 or Psychology/Biology 214. Permission of the instructor is required for Course 552. Enrollment limited to 16 students. *Staff*

PSYCHOLOGY 493, 494 ADVANCED STUDY SEMINARS

PSYCHOLOGY 493A/593A, 494A/593A THE PSYCHOLOGY OF WOMEN'S HEALTH A psychosocial analysis of selected women's health issues. Emphasis on eating disorders, menstrual cycle-related changes, pregnancy, menopause, and breast cancer. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 493A/494A: Courses 203 and 208, or permission of the instructor. Permission of the instructor is required for Course 593A. Enrollment limited to 16 students. Offered in alternate years. *J. Chrisler*

PSYCHOLOGY 493C/593C, 494C/594C THE SOCIAL PSYCHOLOGY OF GENOCIDE An in-depth examination of genocide and mass violence with a focus on social psychological forces such as social perception, group processes, conformity, prosocial behavior, and aggression. Issues related to prevention, international response, and the de-escalation of genocidal conflict will be explored. Multidisciplinary readings will be discussed with current research in the field. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 493C/494C: Course 206 or permission of the instructor. Permission of the instructor is required for Course 593C/594C. Enrollment limited to 16 students. *Staff*

PSYCHOLOGY 493D/593D, 494D/594D SEMINAR IN COGNITIVE NEUROSCIENCE A neuroscience perspective examining cognition, with an emphasis on decision-making, memory, and mental illness. The course will explore emerging fields, such as the use of virtual reality as a therapeutic tool. Additional course requirements for graduate students, including an extra hour of meeting time per week, will be listed in a separate syllabus.

Prerequisite for Course 493D/494D: Psychology/Biology 214 or Psychology 307. This is a designated Writing course. Permission of the instructor is required for Course 593D/594D. Enrollment limited to 16 students. *R. Grahn, J. Schroeder, Staff*

PSYCHOLOGY 291, 292 INDIVIDUAL STUDY

PSYCHOLOGY 391, 392 INDIVIDUAL STUDY

PSYCHOLOGY 491, 492 INDIVIDUAL STUDY
Individual Study may be done at the 200, 300 or 400 level at the discretion of the department.

PSYCHOLOGY 497–498 HONORS STUDY Course 330 is strongly recommended for the spring prior to enrolling in Course 497.

Graduate Study

All master's programs in psychology consist of twelve 500-level graduate semester courses. The student must also write a thesis, which is counted as two semester courses. One course (Advanced Psychological Statistics) is required of all students and is normally taken in the first semester of the first year. Students who plan to elect the clinical practicum must take Psychology 505, Seminar in Psychopathology, and Psychology 519, Advanced Clinical Psychology. The department offers concentrations in clinical psychology, behavioral medicine/health psychology, social/personality psychology, and neuroscience/psychobiology, and instruction in abnormal and social psychology, women's health, behavioral medicine, statistics, clinical assessment, stress and emotional behavior, cognitive behavior therapy, and other areas. For additional information, write to the department of psychology.

PSYCHOLOGY 591, 592 INDIVIDUAL STUDY FOR GRADUATE STUDENTS Directed reading or research in problems taken from the contemporary research literature with emphasis on topics appropriate to the student's area of study. *Staff*

PSYCHOLOGY 597–598 THESIS RESEARCH Conception of problem, collection and analysis of data, and preparation of an acceptable thesis; all work to be closely supervised by the student's thesis adviser and committee. Pass/not passed marking. *Staff*

Religious Studies

Professors: Brooks, Gallagher; Associate Professors: Kim, Uddin; Assistant Professor: Portnoff; Visiting Instructor: Wellman; Professor Harlan, *chair*

The Major in Religious Studies

The major consists of at least nine courses in religious studies, including the following:

1. Course 101
2. Course 114, 202, 203, or 204.
3. Course 205, 206, 207, 208, or 209.
4. Course 401, normally taken in the junior year.
5. Course 402, taken after 401
6. One Advanced Study Seminar (493 or 494).
7. Two additional courses at the 300 or 400 level.

The details of the major program must be prepared in consultation with the major adviser. One of the elective courses for the major may be chosen from another department with the approval of the major adviser.

Advisers: R. Brooks, E. Gallagher, L. Harlan, D.K. Kim, S. Portnoff, S. Uddin

The Minor in Religious Studies

The minor consists of at least five courses in religious studies, including at least two at the 300 or 400 level.

Learning Goals in the Religious Studies Major

The Department of Religious Studies is committed to teaching students to think analytically about religion. Introducing students to a variety of interdisciplinary perspectives, the Department helps students understand how religious categories and boundaries are constructed, challenged, and changed by religious practitioners and others, including scholars. The Department fosters the development of key critical skills, including writing, oral presentation, and information literacy.

Progressing through the major or minor, students gain sophistication in their capacity to evaluate and express what they have learned in readings and classes. They also develop expertise in doing research on issues related to religion. Members of the Department encourage students to utilize and construct theories so that they can venture informed and creative comparisons among and within religions traditions. The Department is dedicated to cultivating religious literacy and facilitating independent thought based on exposure to religious histories located within diverse cultural matrices, including politics.

To achieve these ends, the Departments requires majors to take an introductory course in which they will learn about the construction of religious boundaries and contemplate various means of interpreting, analyzing, and comparing religious beliefs and practices. Majors must also enroll in eight additional courses, including ones that expose them to multiple religious traditions. Among those routinely taught are Islam, Christianity,

Judaism, Buddhism, Hinduism, Daoism, and Confucianism. In addition, majors must cultivate depth of expertise by taking multiple courses treating a single tradition. Majors are required to do upper level coursework, including the seminar *Theories of Religion* and a capstone course in which they design and conduct advanced research projects resulting in extensive, theoretically nuanced essays. The capstone provides all students with the opportunity to present their ideas and gain feedback about the constructs that they have learned, utilized, and challenged. Majors are offered opportunities for doing guided research in independent studies and are encouraged to pursue honors study.

Minors are required to take five courses in the study of religion. They must enroll in at least one course at the advanced level. Like majors and other students taking Religious Studies courses, they are afforded multiple opportunities to refine their skills in written and oral communication. They are also offered multiple opportunities to develop information fluency and cultivate other research skills.

Both majors and minors are encouraged to participate in a community of inquiry through advance study in topical seminars and to develop leadership skills by serving on the department's Student Advisory Board.

Courses

RELIGIOUS STUDIES 101 INTRODUCTION TO RELIGION: UNDERSTANDING GLOBAL RELIGION An introduction to the study of religion, focusing on the various roles religions play in today's globalized world. This course begins with definitions, characterizations, and trends in religion, then uses case studies to examine the intersection of globalization and religion. This is a team taught course.

Enrollment limited to 60 students. This course satisfies General Education Area 6 and is a designated Writing course. *E. Gallagher and S. Uddin*

RELIGIOUS STUDIES 112 RELIGION, MEMORY, TRADITION An introduction to study of religion through examination of the ways in which religious traditions relate to the formation and sustaining of memory. Students will engage with multiple religious traditions and develop religious literacy and repertoires.

Enrollment limited to 40 students. This course satisfies General Education Area 6. *D.K. Kim*

RELIGIOUS STUDIES 114 THE NEW TESTAMENT A study of the New Testament in its original setting in the early Christian community; its significance for the religious and cultural traditions of the West.

Enrollment limited to 40 students. Offered annually. This course satisfies General Education Area 6. *Staff*

RELIGIOUS STUDIES 158 HOLY BOOKS: THE WESTERN SCRIPTURAL TRADITION The origins, development, and uses of scripture in the West. Focus on the Hebrew Bible, Christian Scriptures, and Qur'an, with attention to other texts, such as the Book of Mormon.

Enrollment limited to 40 students. This course satisfies General Education Area 6 and is a designated Writing course. *E. Gallagher*

RELIGIOUS STUDIES 202 JEWISH TRADITIONS An introduction to the long-existing monotheistic tradition of Judaism, its practitioners, and its identity. The course is an overview of Jewish history, texts, traditions, practices, and beliefs. We will emphasize

the self-understanding of Judaism in continuity and change, on varieties of Judaism ("Judaisms"), and on the interplay between practice and doctrine.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. Offered annually. This course satisfies General Education Area 6. *S. Portnoff*

RELIGIOUS STUDIES 203 CHRISTIAN TRADITIONS The major teachings of Christianity as developed in the early, medieval, and Reformation church. Topics include the Trinity, the divinity and humanity of Jesus, sin and grace, reason and revelation, skepticism and mysticism, and the differences between Roman Catholic and Protestant doctrine.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. Offered annually. This course satisfies General Education Area 6 and is a designated Writing course. *D.K. Kim*

RELIGIOUS STUDIES 204 RELIGION IN THE UNITED STATES The diversity and depth of religious practice in the United States, from its original settlement by Europeans to the present. Attention to those religions generally conceived to be "traditional" in the United States as well as those widely perceived as "non-traditional." Themes include civil religion, religion and race and gender, and the dynamics of liberalism and conservatism.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 40 students. This course is not open to students who have received credit for Religious Studies 250. This course satisfies General Education Area 6. *E. Gallagher*

RELIGIOUS STUDIES 205 HINDU TRADITIONS The development of traditions of Hindu thought and practice including classical and contemporary Hinduism.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. Offered annually. This course satisfies General Education Area 6 and is a designated Writing course. *L. Harlan*

RELIGIOUS STUDIES 206 BUDDHIST TRADITIONS Indian Buddhism; its migration to South and East Asia and its relation to Jainism, Taoism, and Confucianism.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. Offered annually. This course satisfies General Education Area 6 and is a designated Writing course. *L. Harlan*

RELIGIOUS STUDIES 207 ISLAMIC TRADITIONS A look at Islam from three perspectives: historical, phenomenological, and anthropological. Focus on the early historical developments which have marked the emergence and early development of the Islamic community. The basic myths and rituals which shape the principle Islamic identities of Sunnis and Twelver Shiites. Contemporary issues in the Muslim world.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. Offered annually. This course satisfies General Education Area 6 and is a designated Writing course. *Staff*

RELIGIOUS STUDIES 208 CONFUCIAN TRADITIONS This is the same course as History 224/Philosophy 213. Refer to the History listing for a course description.

RELIGIOUS STUDIES 209 DAOIST TRADITIONS This is the same course as History 278/Philosophy 214. Refer to the History listing for a course description.

RELIGIOUS STUDIES 213 NATIVE AMERICAN RELIGIONS An introduction to the historical background, development, and major characteristics of Native American religions.

The course explores the diversities and continuities that characterized pre-contact Native religious traditions, and the ways in which Native American have responded to ongoing relations with Euro- and African-American cultures. This is the same course as American Studies/Anthropology 213.

Enrollment limited to 30 students. This course satisfies General Education Area 6. *T. Wellman*

RELIGIOUS STUDIES 217 GREEK AND ROMAN RELIGIONS This is the same course as Classics 217. Refer to the Classics Department listing for a course description.

RELIGIOUS STUDIES 219 VAMPIRES, MIRACLES, GHOSTS, AND GOD(S): THE SUPERNATURAL IN AMERICAN POPULAR CULTURE A study of popular culture from the 1960s to the present, employing historical and context-specific methods to examine how Americans use supernatural and religious beings, events, symbols, and ideas to think about complex issues and identities. This is the same course as American Studies 219.

Prerequisite: One course in religious studies or permission of the instructor. Enrollment limited to 30 students. This course is not open to students who have received credit for Religious Studies/American Studies 305. This is a designated Writing course. *T. Wellman*

RELIGIOUS STUDIES 223 CHINESE ART AND RELIGION This is the same course as Art History 226. Refer to the Art History listing for a course description.

RELIGIOUS STUDIES 225 WOMEN, RELIGION, AND MODERNITY An examination of modern discourses on women's roles, rights, and obligations in contemporary religious communities. Liberal, conservative, feminist, and fundamentalist treatment of myth, ritual, secular and religious law will be the focus of this course. The course also explores the question of global "sisterhood," its strengths, influence, and limitations. This is the same course as Gender and Women's Studies 225.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *S. Uddin*

RELIGIOUS STUDIES 229 THE DISCONTENTS OF CHRISTIAN MODERNITY The fate of religion and freedom under conditions of Christian modernity through a selective survey of modern religious, philosophical, and intellectual history. An exploration of notions of experience, faith, freedom, reason, authority, tradition, and the self in works of Descartes, Emerson, DuBois, Feuerbach, Hume, Kant, Luther, Marx, and Cady Stanton.

Enrollment limited to 40 students. This course satisfies General Education Area 6 and is a designated Writing course. *D.K. Kim*

RELIGIOUS STUDIES 231 RELIGIOUS ETHICS An examination of the positions of Judaism, Christianity, and Islam on holy war. What do the various religious traditions of the world have to say about its necessity and/or permissability? How does each position play out in contemporary circumstances. Consideration of the secular alternative and the impact of war on the environment.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. *S. Portnoff*

RELIGIOUS STUDIES 236 MYSTICISM An exploration of the notions of "mysticism" and "mystical experience" through an examination of selected writings from Hindu, Christian, and Muslim traditions; the so-called "New Age" spirituality; and scholarly approaches from the comparative history of religions, psychology of religion, and neurobiology. This course is not open to students who have received credit for Religious Studies 306.

Enrollment limited to 30 students. This course satisfies General Education Area 6. *Staff*

RELIGIOUS STUDIES 248 HOLOCAUST AND POST-HOLOCAUST RESPONSES An examination of the Holocaust as an historical event, as well as the historical, theological, and literary responses to it. Consideration of what, if any, role Holocaust memory should play, how to continue to believe in a God who was absent at Auschwitz, and how to speak about the event in memoir, poetry, and fiction.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. *S. Portnoff*

RELIGIOUS STUDIES 251 JUDAISM'S BIBLE The origin, development, and character of the Hebrew Scriptures. Focus on how narrative creates religious meaning.

Enrollment limited to 30 students. Offered annually. This course is not open to students who have received credit for Religious Studies 113. This course satisfies General Education Area 6 and is a designated Writing course. *S. Portnoff*

RELIGIOUS STUDIES 252 ISLAM AND THE UNITED STATES An exploration of the overlapping phenomena of the past and present of Muslims who were brought to, were born in, or who immigrated to the United States; the images of Islam and Muslims in popular American culture; and the fluctuations in the relationships between the United States and a number of predominantly Muslim countries.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This course is not open to students who have received credit for Religious Studies 230 or 350. This course satisfies General Education Area 6 and is a designated Writing course. *S. Uddin*

RELIGIOUS STUDIES 254 RELIGION AND THE SPIRIT OF POLITICS An examination of human agency in light of the relationship among the religious, the moral, and the political spheres. Among the questions the course will ask are: How does religious identity affect political life and action? How does religion enable as well as disable political possibilities? The course will be comparative in approach.

Enrollment limited to 30 students. This course is not open to students who have received credit for Religious Studies 328. This course satisfies General Education Area 6 and is a designated Writing course. *D.K. Kim*

RELIGIOUS STUDIES 260 PHILOSOPHY OF RELIGION This is the same course as Philosophy 260. Refer to the Philosophy listing for a course description.

RELIGIOUS STUDIES 304 FUNDAMENTALISMS An exploration of "fundamentalism" as a modern response to the predicaments of religion and secularity through an examination of selections from Christian and Muslim authors/leaders often labeled as "fundamentalists"; theories that attempt to explain the nature of religion in the public square; and the relation between religion, modernization, and violence.

Prerequisite: One course in religious studies or permission of the instructor. Enrollment limited to 30 students. This course is not open to students who have received credit for Religious Studies 226. *S. Uddin*

RELIGIOUS STUDIES 311 MUSLIM WOMEN'S VOICES This course looks at women through their own articulations of identity while challenging current assumptions of Muslim women as victims. We will explore the discourse surrounding construction of gender roles across different periods and regions. To do this, the course takes into consideration women's fiction and non-fiction writing. This is the same course as Gender and Women's Studies 311.

Prerequisite: One course in religious studies or permission of the instructor. Enrollment limited to 30 students. *S. Uddin*

RELIGIOUS STUDIES 312 BUDDHIST ART: INDIA, CHINA, AND JAPAN This is the same course as Art History/East Asian Studies 312. Refer to the Art History listing for a course description.

RELIGIOUS STUDIES 316 RELIGION AND VIOLENCE IN LATIN AMERICA (In Spanish) This is the same course as Hispanic Studies 316. Refer to the Hispanic Studies listing for a course description.

RELIGIOUS STUDIES 317 JEWISH ETHICS Medical, sexual and professional ethical issues through the life cycle from birth through marriage and adulthood to death.

Prerequisite: Course 202 or permission of the instructor. Enrollment limited to 30 students. *Staff*

RELIGIOUS STUDIES 320 JEWS IN CONTEMPORARY AMERICAN SOCIETY An introduction to American Jewish thought and experience in the modern period. Topics include the question of whether Judaism is a race, an ethnicity, or a religion; American Jewish identity; how contemporary Jews are perceived and how they perceive themselves; the histories of Israel and Zionism; and Jewish secularism.

Open to juniors and seniors, and to sophomores with permission of instructor. Enrollment limited to 30 students. This is a designated Writing course. *S. Portnoff*

RELIGIOUS STUDIES 321 LATIN AMERICAN RELIGIONS IN ACTION (In Spanish) This is the same course as Hispanic Studies 321. Refer to the Hispanic Studies listing for a course description.

RELIGIOUS STUDIES 330 RELIGION, MEMORY, AND NOSTALGIA Exploration of the changing meaning of and desire for home, in light of experiences of exile, migration, diaspora, and other forms of displacement and estrangement. Major focus on constructions of collective identity, such as race and ethnicity, cultural and political nationalism, and narratives of loss and remembrance. Leading theories of religion applied to works of literature, drama, and criticism.

Prerequisite: One course in religious studies. Enrollment limited to 30 students. This course satisfies General Education Area 6 and is a designated Writing course. *D.K. Kim*

RELIGIOUS STUDIES 346 CULTS AND CONVERSION IN MODERN AMERICA A historical and comparative study of new religious movements in the contemporary U.S.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. *E. Gallagher*

RELIGIOUS STUDIES 401 THEORIES OF RELIGION The most important and influential modern proposals concerning the nature, function, and value of religion in human culture. Readings and analysis of major texts in the study of religion, including authors such as Durkheim, Weber, Freud, and Eliade.

Prerequisite: Two courses in religious studies. Open to juniors and seniors. Enrollment limited to 16 students. Offered annually. This course satisfies General Education Area 6 and is a designated Writing course. *Staff*

RELIGIOUS STUDIES 402 CAPSTONE SEMINAR A research and writing seminar that encourages students to reflect on their prior academic study of religion, formulate a research project that will deepen and extend their previous experience, and compose and present a significant piece of research that culminates their study of religion at Connecticut College.

Prerequisite: Course 401. Enrollment limited to 16 students. This is a designated Writing course. *E. Gallagher*

RELIGIOUS STUDIES 493, 494 ADVANCED STUDY SEMINARS Intensive study of specific topics in religious studies for students with significant preparation in the field.

Prerequisite: Unless otherwise stated two courses in religious studies. Open to juniors and seniors. Enrollment in each seminar limited to 16 students.

RELIGIOUS STUDIES 493A, 494A WOMEN AND RELIGION IN SOUTH ASIA An investigation of relationships between gender roles (male and female) and caste duties in South Asia, especially India. Readings on myth, ritual, law, and folklore. This is a designated Writing course. *L. Harlan*

RELIGIOUS STUDIES 493D, 494D PROPHECY AND HERESY: CONSTRUCTION, CLASSIFICATION, AND SOCIETY Analyzes the types and functions of prophecy and heresy and focuses on the ways in which prophecy and heresy were linked as a form of cultural critique. Emphasis is placed on the construction of the "heretic" as prophet and vice versa and on the issues of gender, authority, and polemic. *Staff*

RELIGIOUS STUDIES 493E, 494E PILGRIMAGE An investigation of ritual, spiritual, and metaphorical pilgrimages. Readings include theoretical and narrative perspectives drawn from a variety of cultures, particularly Hindu, Christian, and Muslim. This course satisfies General Education Area 6 and is a designated Writing course. *L. Harlan*

RELIGIOUS STUDIES 493L, 494L TO HELL AND BACK: PAGAN, CHRISTIAN, AND MODERN VISIONS OF HUMANITY An examination of the role of the journey to Hell in human experience. The course compares the descriptions of the journey in texts, artwork, and films from various periods and cultures. Emphasis on whether the journey serves as a means to responsibility and/or conformity, and whether it is an accurate description of the human experience. This is the same course as Medieval Studies 493L, 494L.

Open to juniors and seniors, and to others with permission of the instructor. *S. Portnoff*

RELIGIOUS STUDIES 493M, 494M RELIGIOUS CONFLICT A study of collisions between and coincidences of key religious boundaries, including those related to sacred space (especially shrines), time (especially festivals), and identity (of person and of community). Case studies are drawn especially from South Asia and the Caribbean.

Prerequisite: One course in religious studies or permission of the instructor. This course satisfies General Education Area 6 and is a designated Writing course. *L. Harlan*

RELIGIOUS STUDIES 493N, 494N WORLDVIEWS OF JEWS IN EUROPE AND THE MIDDLE EAST An examination of the religious, cultural, and historical contexts of the Jews of Europe and the Middle East. Differences between Jewish experiences living side by side with European Christians and with Middle Eastern Moslems will be considered. Countries studied will include France, Germany, Russia, Iraq, and Yemen. This is the same course as Slavic Studies 449.

Prerequisite: One course in religious studies. Open to juniors and seniors, and to sophomores with permission of the instructor. This is a designated Writing course. *S. Portnoff*

RELIGIOUS STUDIES 493O, 494O 2012 AND THE END OF THE WORLD Purportedly based on a reading of the Mayan calendar, many popular books and websites

are predicting some form of the end of the world in 2012. This course will situate that millennialist expectation in broader historical and comparative contexts by addressing other examples of the expectation of the imminent end of the world as we know it.

Prerequisite: Two courses in Religious Studies or permission of the instructor. *E. Gallagher*

RELIGIOUS STUDIES 493P, 494P HEROES An examination of the ways in which heroes serve as prisms of cultural values and religious commitments. Considering heroes and heroic paradigms (gladiators, warriors, martyrs, and teachers) from various cultures, the course contemplates meanings of sacrifice, glory, honor, resistance, homeland, and protest.

Open to sophomores, juniors, and seniors. Students may not receive credit for both this course and the Freshman Seminar "Heroes." This is a designated Writing course. *L. Harlan*

RELIGIOUS STUDIES 291, 292 INDIVIDUAL STUDY

RELIGIOUS STUDIES 391, 392 INDIVIDUAL STUDY

RELIGIOUS STUDIES 491, 492 INDIVIDUAL STUDY

RELIGIOUS STUDIES 497–498 HONORS STUDY

Slavic Studies

Visiting Lecturer: Ivanov; Associate Professor Lanoux, *chair*

The Major in Slavic Studies

The major consists of nine courses beyond the elementary Russian language sequence (Russian 101, 102). It is designed to bring students to advanced-level proficiency in Russian in four years; to give students a solid foundation in Russian, literature, history, and culture; and to allow students to develop select disciplinary expertise in such fields as film, theater, art history, gender studies, environmental studies, economics, and government. All students will meet with the Department Chair upon declaring a major to co-design an individual program of study. Majors receive ample mentoring throughout their four years to take full advantage of study away, internship, honors study, and fellowship opportunities.

Normally students will take first- and second-year Russian (Russian 101, 102 and 201, 202), and Slavic Studies 105 as core courses for the major. Juniors are encouraged to study abroad during the second semester, preferably in combination with a summer internship, CISLA internship, or domestic intensive language program. Generally, two to three courses taken at universities abroad may be counted towards the major. Students who do not complete an honors thesis must enroll in a senior seminar and complete a senior integrative project.

The Russian language program is designed to prepare students to communicate freely with native speakers of Russian, and to give them the necessary background for a wide range of careers or graduate study in such fields as education, literature, linguistics, history, journalism, law, business, foreign service, and environmental studies. Language courses are conducted in Russian beginning with the first-year sequence, and establish a broad range of communicative skills by the end of the second year. The Advanced Russian sequence is a

series of content courses in Russian on such topics as film, history, and contemporary Russian culture which prepares students for study abroad.

The Department promotes learning outside of the classroom in our language partnerships with the Higher School of Economics in St. Petersburg and the Regional Multicultural Magnet School in downtown New London; at Russian language table in Knowlton, on trips to cultural events in neighboring cities; and in numerous lectures by visiting faculty and alumni.

The Minor in Slavic Studies

The minor consists of Elementary Russian (Russian 101, 102) or its equivalent, Slavic Studies 105, and at least three additional Slavic Studies courses.

Learning Goals in the Slavic Studies Major

- Intermediate-high to Advanced-mid proficiency in Russian. After four years of language study, Slavic Studies majors should be able to narrate events in the past, present, and future with a high degree of grammatical accuracy. Such levels of proficiency make it possible for students to use their language skills in employment and graduate work.
- Foundational knowledge of the major canonical texts, historical events, and political and cultural movements of Russian culture. This level of cultural literacy includes first-hand knowledge, gained through study and internships abroad, of contemporary culture and enables students to function in Russian and other Slavic cultures as educated, informed participants.
- Understanding of the historical relations of Slavic cultures and peoples to one another. This knowledge is gained in the gateway course, "SLA 105: Introduction to Slavic Cultures," and in other courses and co-curricular events and opportunities.
- Disciplinary knowledge drawing upon the expertise of affiliated faculty in History, Art History, and Government, Environmental Studies, Film Studies, Gender and Women's Studies, and Theater.
- Development of critical, oral presentation, and organizational skills gained through a multitude of learning opportunities both in and outside of the classroom, such as the language partnership with the Regional Multicultural Magnet School, campus and off-campus events, and senior integrated projects and honors theses.

In Russian

RUSSIAN 101, 102 ELEMENTARY RUSSIAN An introduction to Russian language and culture. Students will master the basic structures of Russian grammar and be able to converse with native speakers by the end of the second semester. Video iPods with Russian curricular materials (language drills, songs, podcasts, music videos, animated films, and lectures) are provided to help students improve pronunciation and gain knowledge of contemporary Russian culture. Four 50-minute class meetings per week, plus an additional practicum hour (to be arranged). Four credit hours each semester.

Course 101 is a prerequisite for 102. Enrollment limited to 20 students. *A. Lanoux and Staff*

RUSSIAN 201, 202 INTERMEDIATE RUSSIAN Study of Russian language, culture, and current events with an emphasis on Russian grammar, animated films, newscasts, and the Russian internet. Students will improve speaking, listening comprehension, reading, and writing skills throughout the semester.

Prerequisite: Three to four years of high school Russian at entrance, or Courses 101 and 102. Enrollment limited to 20 students. *Staff*

RUSSIAN 303 ADVANCED RUSSIAN – RUSSIA TODAY Examination of contemporary Russian culture through analysis of Russian news, television, film, music, Internet resources, critical articles, and contemporary Russian literature. The course emphasizes the development of conversational and writing strategies across a range of styles with attention to grammatical usage and structures. Russian 303 prepares students for study in Russia in the subsequent semester.

Prerequisite: Course 202 or permission of the instructor. Enrollment limited to 20 students. *Staff*

RUSSIAN 305 ADVANCED RUSSIAN THROUGH HISTORY Improvement of reading and listening comprehension skills, speaking ability, and expansion of active vocabulary through the study of Russian history. Research will be conducted throughout the semester on a historical period, figure, or event culminating in a final paper and in-class presentation.

Prerequisite: Course 202 or permission of the instructor. Enrollment limited to 20 students. *Staff*

RUSSIAN 307 ADVANCED RUSSIAN – FILM Advancement of listening comprehension and conversational skills by viewing and discussing popular Russian films and cinematic classics. Emphasis on contemporary culture and student participation with frequent written assignments.

Prerequisite: Course 202 or permission of the instructor. Enrollment limited to 20 students. *Staff*

RUSSIAN 310 CONVERSATIONAL RUSSIAN Students attend bi-weekly meetings to improve oral proficiency and listening comprehension. Topics may include contemporary Russian culture, literature, political history, cultural traditions, stylistics, and linguistic conventions. Two credit hours. This course may be repeated for credit. This course cannot be used to fulfill the Foreign Language General Education Requirement.

Open to students of Russian at all levels beyond first-year Russian. Enrollment limited to 20 students. *Staff*

RUSSIAN 493, 494 SENIOR SEMINAR Analysis of literary and cinematic texts to promote advanced proficiency in Russian. Topics vary from year to year, but may include Russian poetry, children's literature, film, emigration, digital media and social networking, or post-Soviet society. Frequent written assignments and oral presentations. This course may be repeated for credit once.

Open to seniors and to students with intermediate-high proficiency in Russian, and to others with permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *A. Lanoux and Staff*

Foreign Language across the Curriculum (FLAC)

RUSSIAN 320f THE NET GENERATION: CONTEMPORARY RUSSIAN AND AMERICAN YOUTH CULTURES This optional section will meet for an additional hour each week to discuss supplemental readings in Russian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 320f must concurrently enroll in Slavic Studies 320.

RUSSIAN 375f TOLSTOY AND DOSTOEVSKY This optional section of Slavic Studies/English 375 will meet for an additional hour each week to discuss supplemental texts in

Russian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Russian 375f must concurrently register for Slavic Studies/English 375. *A. Lanoux*

RUSSIAN 291, 292 INDIVIDUAL STUDY Independent work with a selected faculty member. Course may be taken for either two or four credits. The two-credit option requires the student to commit to four to five hours of independent work per week. The four-credit option requires the student to commit to eight to ten hours of independent work per week. *Staff*

RUSSIAN 391, 392 INDIVIDUAL STUDY

RUSSIAN 491, 492 INDIVIDUAL STUDY

In English

Courses in English may include a one credit Foreign Language Across the Curriculum (FLAC) section.

SLAVIC STUDIES 105 INTRODUCTION TO SLAVIC CULTURES Introduction to the major geographical regions, peoples, language groups, and historical events that have defined the Slavic world: pagans, myths, saints, tsars, insurrections, empires, revolutions, communists.

Enrollment limited to 40 students. This course satisfies General Education Area 7 and is a designated Writing course. *Staff*

SLAVIC STUDIES 106 INTRODUCTION TO EURASIAN HISTORY: FROM THE MONGOLS TO THE SOVIETS This is the same course as History 106. Refer to the History listing for a course description.

SLAVIC STUDIES 164 THE RUSSIAN NOVEL Development of the Russian novel as a literacy form and cultural institution from Pushkin to contemporary authors.

Enrollment limited to 40 students. This course satisfies General Education Area 4 and is a designated Writing course. *A. Lanoux*

SLAVIC STUDIES 230 GENDER IN COMMUNIST AND POST-COMMUNIST SOCIETIES Examination of social policies, cultural artifacts, and gender politics in communist China and the Soviet Union. Topics include revolutionary movements, state feminism, labor and marriage laws, reproductive rights, and post-communist legacies. Comparative analysis of historical documents, literary texts, political posters, visual art, and film. This is the same course as East Asian Studies/Gender and Women's Studies 230.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructors. Enrollment limited to 30 students. This course satisfies General Education Area 4 and is a designated Writing course. *A. Dooling and A. Lanoux*

SLAVIC STUDIES 247 THE USSR: 1917 TO THE PRESENT This is the same course as History 247. Refer to the History listing for a course description.

SLAVIC STUDIES 248 EARLY CHRISTIAN AND BYZANTINE ART: FROM CONSTANTINE THE GREAT TO MEHMET THE CONQUEROR This is the same course as Art History 248. Refer to the Art History listing for a course description.

SLAVIC STUDIES 251 ENVIRONMENTAL ACTIVISM AND ITS POLITICAL IMPACT AROUND THE GLOBE This is the same course as Environmental Studies/Government 251. Refer to the Government listing for a course description.

SLAVIC STUDIES 256 RUSSIA: THE WORLD'S BIGGEST COUNTRY Cultural history of Russia from the 10th century to the present, with attention to physical space as an organizing principle of politics and culture. Topics include Russia's geographic and cultural location between East and West; revolutionary versus evolutionary change; and cultural achievements in art, literature, music, dance, and film. This is the same course as History 246.

Open to sophomores, juniors, and seniors; and to freshman with permission of the instructor. Enrollment limited to 30 students. This course satisfies General Education Area 7. *A. Lanoux*

SLAVIC STUDIES 260 REVOLUTION AND CULTURE An interdisciplinary examination of the revolutionary impulse in Russian history. The course focuses on four distinct historical moments: the reign of Peter the Great (1682–1725), the Decembrist uprising of 1825, the revolutions of 1905 and 1917, and the fall of the Soviet Union in 1991, and includes analyses of memoirs, historical accounts, secondary literature, prose fiction, poetry, films, propaganda posters, and visual art.

Enrollment limited to 30 students. This is a designated Writing course. *C. Colbath*

SLAVIC STUDIES 264 THE RUSSIAN EMPIRE, 1700–1920s This is the same course as History 264. Refer to the History listing for a course description.

SLAVIC STUDIES 288 THEORY OF FILM A study of selected problems in the aesthetics of film: narration, montage, the illusion of space and time. This is the same course as Film Studies 288.

Open to sophomores, juniors, and seniors. Enrollment limited to 30 students. This course satisfies General Education Area 4. *C. Colbath*

SLAVIC STUDIES 307 HISTORY OF RUSSIAN AND SOVIET FILM A survey of the radically innovative cinema of Russia and the former Soviet Union. Emphasis on theory and practice of Eisenstein, Pudovkin, and Tarkovsky and on the genres of science fiction, documentary, melodrama, autobiography, action, and war films. Films are in Russian with English subtitles. This is the same course as Film Studies 307.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. *C. Colbath*

SLAVIC STUDIES 309 SEMINAR IN LITERARY TRANSLATION Students develop translation skills and study translation practices for poetry and prose. Workshop format with regular translation practice from a foreign language into English. This is the same course as German Studies 309.

Open to juniors and seniors with advanced knowledge of a foreign language, and to others with permission of the instructor. Enrollment limited to 16 students. This is a designated Writing course. *A. Lanoux*

SLAVIC STUDIES 320 THE NET GENERATION: CONTEMPORARY RUSSIAN AND AMERICAN YOUTH CULTURES Examination of contemporary Russian and American youth culture, with weekly teleconference sessions between Connecticut College and the St. Petersburg School of Economics. Topics include music, television, film, popular culture, social networking, children's literature, education, recreation, and politics. Students will discuss critical readings and conduct targeted research with overseas partners. All course materials and class meetings will be in English. This course may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Russian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Previous background in Russian cultural history is recommended. Enrollment limited to 15 Connecticut College students and 15 students from the St. Petersburg School of Economics. This course satisfies General Education Area 4. *A. Lanoux*

SLAVIC STUDIES 375 TOLSTOY AND DOSTOEVSKY A critical examination of the major works of Tolstoy and Dostoevsky, and their contributions to world literature. This is the same course as English 375. Slavic Studies/English 375 may include an optional section that will meet for an additional hour each week to discuss supplemental readings in Russian. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment limited to 30 students. This is a designated Writing course. *A. Lanoux*

SLAVIC STUDIES 447 ISLAM IN RUSSIA: SOURCES, APPROACHES, DEBATES This is the same course as History 447. Refer to the History listing for a course description.

SLAVIC STUDIES 448 EMERGING MARKET ECONOMICS: BRICS This is the same course as Government 493E, 494E. Refer to the Government listing for a course description.

SLAVIC STUDIES 449 WORLDVIEWS OF JEWS IN EUROPE AND THE MIDDLE EAST This is the same course as Religious Studies 493N, 494N. Refer to the Religious Studies listing for a course description.

SLAVIC STUDIES 493, 494 ADVANCED STUDY SEMINARS The topics are subject to annual change, although some may be repeated in alternate years.

Open to sophomores, juniors, and seniors; and to freshmen with permission of the instructor. Enrollment in each seminar limited to 16 students.

> **SLAVIC STUDIES 493B, 494B ART, PHILOSOPHY, AND LITERATURE OF RUSSIAN MODERNISM** The cultural outpouring in Russia in the decades preceding and following the Boshevik revolution reflected by an obsession with death, decay, apocalypse, transfiguration, and cultural rebirth. This cultural paradox is examined through works of art, literature, philosophy, and religious thought by such writers as Dostoevsky, Tolstoy, Solovev, Bely, Blok, Rozanov, Mayakovsky, and Berdiaev, and such artists as Kandinsky, Changall, Malevich, and Rodchenko. This is a designated Writing course. *C. Colbath*

SLAVIC STUDIES 291, 292 INDIVIDUAL STUDY

SLAVIC STUDIES 391, 392 INDIVIDUAL STUDY

SLAVIC STUDIES 491, 492 INDIVIDUAL STUDY

SLAVIC STUDIES 497–498 HONORS STUDY

Sociology

Associate Professor: Flores; Assistant Professors: Harris, Jafar; Professor Gay, *chair*

The Major in Sociology

The major consists of at least nine courses, including 103, 325, 354, and one 400-level course other than 403, 493B, or 494B. One course, but no more, may be chosen from the following: *Psychology 201; Mathematics 107 or 206; Computer Science 110.

Advisers: R. Flores, R. Gay, F. Hoffmann, C. Harris, A. Jafar

The Minor in Sociology

The minor consists of five courses in sociology: 103; 325 or 354; two additional 200-level courses; and one 400-level course.

Advisers: R. Flores, R. Gay, F. Hoffmann, C. Harris, A. Jafar

The Major in Sociology-based Human Relations

The major consists of nine courses, including six in sociology: 103; 354; 493B or 494B; and three courses chosen from 223, 227, 257, 262, 333, 364, or 403. Students must also take three of the following courses: Human Development 302, 304, 307, 321; *Psychology 203, 205, 206, 210, 318, 441, 442.

Advisers: R. Flores, R. Gay, F. Hoffmann, C. Harris, A. Jafar

The Minor in Sociology-based Human Relations

The minor consists of five courses: Sociology 103; Sociology 354 or 493B; and three electives chosen from the list of courses satisfying the Sociology-based Human Relations major. Two of these electives must be at the 200 level and one at the 400 level; one must come from a discipline other than sociology.

Advisers: R. Flores, R. Gay, F. Hoffmann, C. Harris, A. Jafar

Learning Goals for the Sociology Major

Sociological Literacy

Students who complete the major should be able to articulate orally and in writing:

- Significant issues and approaches in sociological theory
- The sociological contours of actual places and populations in the US and abroad and the relationships between them
- Familiarity with the major fields of sociology, including stratification, race and ethnicity, migration, globalization, social movements, religion, family, gender and sexuality, urban studies and public policy.

Methodological Fluency

Students who complete the major should be:

*For the above listed Psychology courses Sociology 103 serves as a prerequisite for human relations majors.

- Familiar with a range of quantitative and qualitative approaches to sociological analysis
- Able to read and assess general interest publications on sociological topics
- Able to grasp and evaluate findings in professional sociological research publications

Sociological Citizenship

Students who complete the major should be able to:

- Apply relevant concepts to social and political issues of contemporary and historical importance in actual societies
- Be active citizens informed by the study of sociology

Sociological Scholarship

Students who complete the major should have the opportunity to become engaged in actual sociological research through advanced coursework, honors theses, individual studies and field work, and collaboration with members of the faculty

Courses

SOCIOLOGY 102 SOCIOLOGICAL APPROACHES TO SOCIAL PROBLEMS An analysis of sociological approaches to the understanding of social problems and social policy and of vital issues facing American society.

Enrollment limited to 40 students per section. This course satisfies General Education Area 3. *Staff*

SOCIOLOGY 103 INTRODUCTION TO SOCIOLOGY A study of the basic principles underlying the functioning of human society. Special emphasis will be given to social interaction, social structure, and social change.

Enrollment limited to 30 students per section. This course satisfies General Education Area 3. *Staff*

SOCIOLOGY 203 IMMIGRATION IN AN URBAN CONTEXT An examination of questions of immigration through a focus on theories of immigrant incorporation, and patterns of immigrant employment and settlement. Special attention given to immigration trends that occurred after the Hart-Cellar Act of 1965, which abolished the country of origin quota and increased the number of immigrants to the United States. This is a service learning course which integrates community service and course readings and discussions. All students will be required to contribute forty hours of service over the course of the semester.

Prerequisite: Course 103. Enrollment limited to 20 students. This is a designated Writing course. *R. Flores*

SOCIOLOGY 205 RACE, ETHNICITY, AND BASEBALL IN THE U. S. An examination of the dynamics of race and ethnicity as reflected in the development of professional baseball both on and off the field. Focus will be on the exclusion and later reintegration of African Americans, baseball's role in immigrant assimilation, and the recent internationalization of the game.

Prerequisite: Course 103. Enrollment limited to 30 students. *R. Flores*

SOCIOLOGY 208 RACE, GENDER, AND THE MASS MEDIA An examination of the relationship between U.S. media and the social construction of race, gender, and sexuality in understanding the media's role in perpetuating or challenging racial stereotypes. Specifically,

this course explores how racial minorities, men and women, and LGBTQ Americans are represented in media as well as how these groups function as media consumers and creators. Topics include: women and minorities in classical and modern cinema, representations of race and gender in advertising, images of minorities on network television, the stereotyping of gays and lesbians in film and television, and the influence of hip-hop culture. This is the same course as Gender and Women's Studies 209.

Prerequisite: Course 103. Enrollment limited to 30 students. *C. Harris*

SOCIOLOGY 209 THE SOCIOLOGY OF SOCIAL MOVEMENTS This course examines the role of social movements in the complex processes of social change. Similarly, it looks at how various sociological theories explain movement emergence, successes and failures, and how these movements rise and decline. We will also discuss the nature of power and inequality and the multiple ways that social movements attempt to intervene in our society to affect them.

Prerequisite: Course 103. Enrollment limited to 30 students. *D. Shannon*

SOCIOLOGY 210 GENDER AND MEDIA An exploration of the social construction of gender relations and gender identities through various media (TV, print journalism, advertisements, music, literature, and films). Particular attention given to how gender identity is constructed over time and how it is constructed across different groups of people (racial, ethnic, and cross-cultural). The globalization of media and its effects on gender relations and gender identity will also be considered.

Prerequisite: Course 103 and intermediate proficiency in any foreign language. Enrollment limited to 30 students. *A. Jafar*

SOCIOLOGY 212 SEX, GENDER, AND SOCIETY What is the difference between sex and gender? How do we act out, perform, recreate gender? This course is designed to familiarize students with the prominent discourses and major issues related to sex stratification. It examines how notions of masculinity and femininity evolve and how they affect social reality in such spheres as culture, work, politics, and the family. This is the same course as Gender and Women's Studies 211.

Prerequisite: Course 103. Enrollment limited to 30 students. *Staff*

SOCIOLOGY 213 GENDER THEORY An introduction to gender theory. Theoretical concepts related to gender theory, such as social construction, standpoint, and intersectionality. New directions in gender theory pertaining to race and ethnicity, colonialism, globalization, and sexuality.

Prerequisite: Course 103 or permission of the instructor. Enrollment limited to 30 students. *Staff*

SOCIOLOGY 215 DRUGS AND SOCIETY The study of the use and regulation of psychoactive drugs from a social perspective. An analysis of the use of psychoactive drugs in contexts of religion, health care, divination, celebration, recreation, and cuisine. A focus on the association between drug use and specific immigrant, ethnic, racial, and socioeconomic characteristics.

Prerequisite: Course 103. Enrollment limited to 30 students. *Staff*

SOCIOLOGY 223 ETHNIC AND RACE RELATIONS Ethnic and racial groups analyzed according to historical, cultural and social conditions; the racial and national composition of the U.S. population; cross-national consideration of group interaction patterns; the social structure of racism and minority status.

Prerequisite: Course 103. Enrollment limited to 30 students. *Staff*

SOCIOLOGY 227 DEVIANT BEHAVIOR AND SOCIAL CONTROL Critical analysis of perspectives that focus on: origin and implementation of ideas that define immoral behavior; causes of behavior; consequences of labeling such behavior; role of conflict and power in establishing norms and laws. Consideration of social policy, especially toward crime.

Prerequisite: Course 103. Enrollment limited to 30 students. *Staff*

SOCIOLOGY 262 FAMILY ANALYSIS AND LIFE STYLES Family as a structural basis for social order; dynamic role relations within the family unit and interaction between the family and the broader social network; dating, courtship, marriage, socialization, alternative life styles; and the future of the family from a theoretical and empirical perspective.

Prerequisite: Course 103. Enrollment limited to 30 students. *Staff*

SOCIOLOGY 293 SOCIOLOGY OF INEQUALITY An examination of social stratification, which is the system by which society ranks categories of people into a hierarchy, resulting in systems of social inequality in which some enjoy greater power and resources than others. The nature and function of inequality based on race, class, gender, and sexuality will be considered in relation to social institutions such as family, education, work, and media.

Prerequisite: Course 103. Enrollment limited to 30 students. *C. Harris*

SOCIOLOGY 325 FOUNDATIONS AND DEVELOPMENT OF SOCIOLOGICAL THEORY A study of the origins of sociological theory in the context of 19th-century Europe and the development of sociology as an analysis of industrial and post-industrial societies. Special emphasis on the relationships of contemporary theory to the works of Marx, Durkheim, and Weber.

Prerequisite: Open to junior and seniors who have taken Course 103, or with permission of the instructor. Enrollment limited to 25 students. *Staff*

SOCIOLOGY 333, 334 SELECTED TOPICS

SOCIOLOGY 354 METHODS OF SOCIAL RESEARCH AND ANALYSIS An examination of the research process in sociology. Topics covered include: the development of a research design, methods of data collection and basic analysis, problems of measurement and bias. Projects will involve problem formulation, organization, analysis and presentation of data.

Prerequisite: Course 103. Enrollment limited to 25 students. *R. Gay*

SOCIOLOGY 364 URBAN PROBLEMS Integration of service in community settings with the intellectual study of sociology. Students will serve as volunteers in a non-profit or advocacy group dealing with a specific urban problem. Two hours class meeting plus a minimum of six hours community service per week.

Prerequisite: Course 103 and one 200-level course or above, or permission of the instructor. Enrollment limited to 20 students. Offered second semester. *Staff*

SOCIOLOGY 400 THE SOCIOLOGY OF GLOBALIZATION An analysis of recent processes of globalization. How globalization is perceived and resisted. A focus on how globalization affects corporations, nation-states, workers, social inequality, immigration, popular culture, and other aspects of society.

Prerequisite: Open to juniors and seniors who have taken Course 103, and to others with permission of the instructor. Enrollment limited to 16 students. *Staff*

SOCIOLOGY 405 URBAN POVERTY AND PUBLIC POLICY This course examines the nature and causes of urban poverty by surveying theories of poverty and their policy implications. Special attention is given to the role of education, employment and family

status, gender and race, metropolitan location, and global economic restructuring. The goal of this course is to understand both the evolution of intellectual thought and practical solutions for reducing and eliminating poverty in American cities.

Prerequisite: Open to juniors and seniors who have taken Course 103, and to others with permission of the instructor. Enrollment limited to 16 students. *Staff*

SOCIOLOGY 406 POLITICAL SOCIOLOGY A comparative look at sociological views of the state, political economy, oppression, and resistance, examining theories that serve as a basis for contemporary social organization, as well as critical perspectives. Tying these views together, students will be asked to consider the complex ways that humans strive for democratic ideals and under what institutional conditions those ideals might be met.

Prerequisite: Course 103 or permission of the instructor. Enrollment limited to 16 students. *D. Shannon*

SOCIOLOGY 408 MIDDLE CLASS MINORITIES Race and class in society examined through a focus on the middle class racial minority groups. Topics include: historical development, racial parity, race relations within the middle class, attitudes and ideologies, intraracial class relations.

Prerequisite: Open to juniors and seniors who have taken Course 103, and to others with permission of the instructor. Enrollment limited to 16 students. *Staff*

SOCIOLOGY 414 POST-AUTHORITARIAN BRAZIL An examination of trends and processes since the transition to democracy in the late 1970s and early 1980s. Topics include democratization, social movements, economic restructuring, violence, and religion. Emphasis on ethnography and oral history. Course 414 may include an optional section, Sociology 414f, that will meet outside of class to discuss supplemental readings in Portuguese. Students participating in the section will receive one additional credit hour, pass/not passed marking.

Prerequisite: Open to juniors and seniors who have taken Course 103, and to others with permission of the instructor. Enrollment limited to 16 students. *R. Gay*

SOCIOLOGY 414f POST-AUTHORITARIAN BRAZIL (In Portuguese) This optional section of Course 414 will regularly meet with the professor outside of class to discuss supplemental texts in Portuguese. Students participating in the foreign language section will receive one additional credit hour, pass/not passed marking. Students electing Course 414f must concurrently register for Course 414. *R. Gay*

SOCIOLOGY 420 FAMILY VIOLENCE An introduction to the study of family violence. A focus on issues related to child abuse, gender violence, and elder abuse in families, as well as institutionalized violence targeting the family. An examination of the relationship between the domestic and public realm, ideology of the family, types of violence, and methods of intervention.

Prerequisite: Open to juniors and seniors who have taken Course 103, and to others with permission of the instructor. Enrollment limited to 16 students. *Staff*

SOCIOLOGY 493, 494 ADVANCED STUDY SEMINARS The topics are subject to annual change.

SOCIOLOGY 493B, 494B SELF AND SOCIETY (for human relations majors).

Prerequisite: Open to junior and senior Sociology Based Human Relations majors who have taken Course 103, and to others with permission of the instructor. Enrollment limited to 16 students. *Staff*

SOCIOLOGY 291, 292 INDIVIDUAL STUDY

SOCIOLOGY 391, 392 INDIVIDUAL STUDY

SOCIOLOGY 491, 492 INDIVIDUAL STUDY

SOCIOLOGY 395, 396 FIELD WORK Supervised field work. Students will work 8–10 hours per week under the direction of a faculty member and will write a term paper analyzing the experience from a theoretical perspective. Except in unusual circumstances, the course may be taken only once.

Prerequisite: Students anticipating enrollment should contact an appropriate instructor no later than three weeks before the end of the semester preceding the anticipated enrollment. Approval by the department is required.

SOCIOLOGY 497–498 HONORS STUDY

Theater

Assistant Professor: Notarfrancisco; Visiting Assistant Professors: Franco, Hoffman; Associate Professor Jaffe, *chair*

The Major in Theater

The major in theater forms an integrated study wherein students develop a broad knowledge of theater by balancing the study of literature, criticism, and history of drama with creative experience in studio work, production, and performance.

In addition to the department faculty, students have an opportunity to work with guest artists in acting, directing, design, and technical theater. The varied production program is designed to offer challenging theater to the community while setting professional standards. The college is the college of record for two programs offered by the Eugene O'Neill Theater Center: The National Theater Institute in Waterford, CT and the National Theater Institute in Moscow. Each program offers an intensive semester providing students with a unique opportunity to experience the rigors and standards of professional theater within the context of a liberal arts experience. It is recommended that if a student completes a semester away it should be taken in the junior year.

Students wishing to major must arrange for an audition/interview in the fall or spring of the sophomore year. The major consists of a minimum of eleven courses. Students must take the following required courses from both Areas of Study.

Area 1 – Performance and Production

Required: Courses 104, 120, 206, 245, and a total of four credit hours from the following courses: 213, 214, 215, 216, 217, 218. While students participate in different aspects of production as they complete this requirement for the major, they will experience different facets of theatrical production and learn how each aspect of production contributes to the whole.

Area 2 – Dramatic Literature, Criticism, and History

Required: Course 141; Course 241; Course 231, Classics 204, Classics 222, English 303, or Slavic Studies 263; English 209, 210, 493F, or 494F.

In addition to the above required courses, two 300- or 400-level courses in Theater or dramatic literature in other departments are required.

The Minor in Theater

Students wishing to minor must arrange for an audition/interview, in the fall or spring of the sophomore year. A minor consists of seven courses: Course 104; 120; 141; 206; Course 231, Classics 204, Classics 222, English 303, or Slavic Studies 263; English 209, 210, 493F, or 494F; Course 241; and a total of two credit hours from the following courses: 213, 214, 215, 216, 217, 218. While students participate in different aspects of production as they complete this requirement for the minor, they will experience different facets of theatrical production and learn how each aspect of production contributes to the whole.

Learning Goals in the Theater Major

The major in theater exposes students to all aspects of dramatic production: acting, directing, design, technical theater, playwriting and dramaturgy, while providing a thorough grounding in dramatic literature and theater history. Through their course of study, students develop an understanding of how theater is created and a critical cultural context through which they can interpret performance in a nuanced and informed manner.

Our curriculum is designed to produce graduates who have achieved proficiency in the following areas:

Knowledge Of Theater

The Department of Theater emphasizes acting and directing, but we ask students to study and work on all elements of theater so that they understand process of creating theater.

Through experience with historical, critical, and dramaturgical methods of research, students will learn how to consult a variety of sources and apply them to the creation and scholarship of theater. Primary areas of investigation include:

- Visual sources
- Professional Public performances
- Historical and literary sources

Development of critical reading and writing skills will strengthen students' abilities in these areas:

- Knowledge of the canon
- Script analysis
- Critical models to develop aesthetic sensibility
- Models of historical and literary analysis

Performing creative material develops students' understanding of the art and craft of the theater. Components of this work include:

- Studio and classroom explorations
- Continuing faculty guidance throughout production process
- Public discussion after opening night
- Critiques for performance and technical students after each performance

Personal Development as an Outgrowth of Theater

The Department of Theater encourages growth through the fulfillment of concrete tasks and responsibilities demanded of its practitioners. These tasks promote learning by:

- Fostering collaborative skills and the ability to work as part of a team
- Strengthening of presentational and leadership skills
- Developing administrative skills
- Giving opportunities to develop creative abilities
- Enhancing aesthetic sensibilities

Citizenship in the Theatrical Community

Through completion of the major, students achieve an ethical awareness that will enrich both their artistic projects and other endeavors. Citizenship includes:

- Fostering a dialogue with the college and the larger community
- Presenting social concerns of a multi-cultural society and encouraging artistic dialogue about them
- Discussing dimensions and facets of humanity presented through dramatic productions
- Establishing lif e-long habit of theater attendance
- Becoming an active patron of the arts

Courses at Connecticut College

THEATER 104 ACTING I: PREPARATION A foundation course in acting technique with extensive physical and vocal work, including an introduction to textual analysis and character development. All students are required to work on a crew for a college production.

No prior acting experience is required. Enrollment limited to 16 students. Offered both semesters. This course satisfies General Education Area 5. *Staff*

THEATER 113 PUBLIC SPEAKING Speech and vocal techniques emphasized to culminate in individual projects designed for public speaking and small group communications.

Enrollment limited to 15 students. *Staff*

THEATER 120 TECHNICAL THEATER A practical foundation course in costume, makeup, mask, stage technology, lighting, sound, and scenery. Two two-hour sessions per week, plus crew work on college productions. Prospective majors should take this course and Acting I during their freshman year.

Enrollment limited to 16 students. Offered both semesters. This course satisfies General Education Area 5. *S. Notarfrancsico*

THEATER 140 CONVERSATIONS IN THE ARTS This is the same course as Dance 140. Refer to the Dance listing for a course description.

THEATER 141 THE ART OF THEATER An examination of the process by which theater is created in contemporary America. Explanation of how each of the elements of theater—acting, directing, design, playwriting, dramaturgy, and theater spaces—contributes to the creation of the total theatrical production. Attendance at several productions at professional regional theaters in the area and college productions required. Prospective majors should take this course by the end of their sophomore year.

Enrollment limited to 16 freshmen and sophomores, or with permission of instructor. Special fee. This course satisfies General Education Area 4 and is a designated Writing course. *Staff*

THEATER 206 ACTING II: SCRIPT ANALYSIS Study and practice of script analysis for actors, with a focus on contemporary American and European plays. Breaking down scenes

into units and analyzing them for objectives, relationships, complications, and key moments in order to interpret and shape the action in rehearsal and performance.

Prerequisite: Course 104; and 120 (may be taken concurrently). Enrollment limited to 16 students. *Staff*

THEATER 207 COSTUME HISTORY The development of dress in the West, from Ancient Egypt to the present. Emphasis on style and silhouette, including textiles, cosmetics, hair dressing, and fashion accessories that created the differing ideals of beauty throughout history. Concentration on the social, political, and historical events that contributed to the evolution of clothing. This is the same course as Art History 207.

Enrollment limited to 40 students. This course satisfies General Education Area 4. *S. Notarfrancisco*

THEATER 212 PLAYWRITING STUDIO Writing projects include elements of writing for the stage, including circumstance, action, character, mood, diction, and construction. A journal as a working tool for the development of writing habits and projects. One short play and one other independent project required. Reading from the works of O'Neill.

Prerequisite: Completion of all 100-level requirements for any major plus permission of the instructor. Enrollment limited to 10 students. This is a designated Writing course. *J. Ranelli*

THEATER 213, 214 PRACTICUM: CREW HEAD Extended work as crew head (typically publicity or make-up) for one of the theater department's mainstage productions. Students work with director and designers, attend production meetings and appropriate rehearsals, and supervise crew. One credit hour, pass/not passed marking. May be repeated for credit.

Prerequisite: Permission of the instructor. *Staff*

THEATER 215, 216 PRACTICUM: MAJOR CREW HEAD/ASSISTANT STAGE MANAGER Extended work as a major crew head (typically props, sound, or costumes) or assistant stage manager for one of the theater department's mainstage productions. Students work with director and designers, attend production meetings and appropriate rehearsals, and supervise construction and running crews. Two credit hours. May be repeated for credit.

Prerequisite: Permission of the instructor. *Staff*

THEATER 217, 218 PRACTICUM: STAGE MANAGEMENT Extended work as stage manager for one of the theater department's mainstage productions. Students work with director and designers, attend production meetings and rehearsals, and supervise assistant stage managers and running crews. Three credit hours. May be repeated for credit.

Prerequisite: Permission of the instructor. *Staff*

THEATER 226 DIRECTING ONE: COACHING THE ACTOR The fundamental elements of performance including: script analysis of character function, relationship, and action; basic acting techniques and how they can be applied to creating performances by means of the collaboration between actor and director; and visual composition and metaphoric images. Students will develop communication skills essential to professional interaction through in-class presentations, coaching, and discussions.

Prerequisite: Courses 104 and 120 and 206 or permission of the instructor. Enrollment limited to 15 students. *Staff*

THEATER 228 PLAY READING AS PUBLIC PERFORMANCE Creating a performance context for the reading of new and classic texts for the theater. Vocal and physical exercises, and analysis of dramatic texts. Performances will be staged in various locations

both on campus and in the community. Student performances with evening rehearsals may be required. Recommended for sophomores and juniors.

Prerequisite: Course 104 and permission of the instructor. Enrollment limited to 15 students. *Staff*

THEATER 230 THE PERFORMANCE PROJECT Performance and production with emphasis on the role of the arts and related activity in the enrichment of individual and community life. Focus on historical and critical studies and practical (studio) experience in performance techniques with applications in wider social contexts. This is the same course as Art 230.

Permission of the instructor. Enrollment limited to 30 students. *Staff*

THEATER 231 AMERICAN DRAMA American dramatic literature from Mowatt to Mamet. Themes of major American playwrights such as O'Neill, Hellman, Williams, and Hansberry explored. Performance art and theater collectives included.

Prerequisite: Course 141. Recommended for sophomores and juniors. *Staff*

THEATER 238 SCREENWRITING An introduction to the possibilities, problems, and conventions of dramatic writing for the screen. Students will explore the concepts of character, story, dramatic structure, visualization and economy of dialog. Through a series of exercises students will develop an idea into a finished script for a short film. This is the same course as Film Studies 238.

Open to sophomores, juniors and seniors. Permission of the instructor required. Enrollment limited to 12 students. This is a designated Writing course. *Staff*

THEATER 239 ACTING FOR THE CAMERA A practical exploration of the basic elements of the film actor's craft using existing film scripts and student screenwriting projects from Course 238. Exercises are filmed and critiqued regularly so that students learn terminology of the field and develop a working relationship with the director.

Enrollment limited to 6 Connecticut College students and 6 National Theater Institute students. Permission of the department required. *Staff*

THEATER 241 THEATER AND CULTURE Theater architecture, works of dramatic literature, and performance from major periods in world theater history. Special attention will be given to the multicultural nature of performance. Videos, visiting lectures, and field trips.

Prerequisite: Course 141 or permission of the instructor. Open to sophomores, juniors, and seniors. This course satisfies General Education Area 4 and is a designated Writing course. *Staff*

THEATER 245 DESIGN AESTHETICS Focus on overall visual design skills including individual and group projects. Developing responses to plays and other media, and expressing those responses through set and light design. Particular attention will be given to the ways by which artists communicate with other artists and the audience through visual imagery. All students are required to work on a crew for a college production.

Permission of the instructor required. Enrollment limited to 12 students. *Staff*

THEATER 301 DIRECTING TWO: BUILDING A CONCEPT The study and practice of the directing process through examination of production styles and concepts, analysis and staging of dramatic texts, and discussion of performance theory. Each student is expected to direct a one-act play for public performance as the culmination of the semester's work. Extensive rehearsal time is required in addition to class meetings.

Prerequisite: Courses 226 and 236, and permission of the instructor. Recommended for juniors and seniors. Enrollment limited to 8 students. *Staff*

THEATER 308 SPECIAL PROJECTS IN THEATER Explorations of the techniques of creating original work.

Prerequisite: Courses 104 and 120, and permission of the instructor. Recommended for juniors and seniors. Student performances with evening rehearsals may be required. *Staff*

THEATER 308B GENDER ISSUES IN CONTEMPORARY PERFORMANCE An exploration of gender issues in contemporary dramatic literature and performance with an emphasis on collaborative practices used to create performance works. Student performances with evening rehearsals may be required. *Staff*

THEATER 322 ADVANCED SCENE STUDY: CHEKHOV, IBSEN, STRINDBERG, AND O'NEILL Intensive text analysis and performance of scenes from the major plays of Chekhov, Ibsen, Strindberg, and O'Neill, together with readings in acting theory.

Prerequisite: Course 236 or permission of the instructor. Enrollment limited to 10 students. *Staff*

THEATER 323 ADVANCED SCENE STUDY: STYLES Intensive text analysis and performance of scenes from plays that demand a heightened performance style. Class will focus on playwrights such as Molière, Beckett, and Coward. Two two-hour class meetings per week plus extensive rehearsal time.

Prerequisite: Course 236 or permission of the instructor. Enrollment limited to 10 students. *Staff*

THEATER 324 ADVANCED SCENE STUDY: SHAKESPEARE Intensive text analysis and performance of scenes and soliloquies from the major plays of Shakespeare, together with readings in acting theory.

Prerequisite: Course 236 or permission of the instructor. Enrollment limited to 10 students. *Staff*

THEATER 330, 430 CONCENTRATION PROJECT This is a studio class for theater majors who are completing their concentrations or seek to develop their production work beyond the curricular offerings. Admission to the course is based on demonstrated excellence in related theater department courses and demonstrated ability to develop and pursue effort with a high degree of initiative and responsibility.

Permission of the instructor. *Staff*

THEATER 339, 340 SEMINARS IN THEATER Open to junior and senior majors, and to others with the permission of the instructor.

THEATER 339A, 340A SEMINARS IN THEATER: PRACTICAL DRAMATURGY This course is designed as a practical approach to the study of dramatic literature. Since the emphasis of such a course is to read for production and performance, rather than for academic research, the course will focus on a limited number of plays from the world repertoire. These plays will be covered in depth in class as hypothetical production projects. Each play project will require external research: reading and writing assignments; it will also require students to participate in individual and group exercises, reports or demonstrations in class. *Staff*

THEATER 339B, 340B SEMINARS IN THEATER: THEORIES OF PERFORMANCE Modern and classic approaches to performance art explored through the work of theoreticians, directors, and critics such as Aristotle, Wagner, Brook, Craig, and Chaikin. Appropriate videos, films, and plays considered in tandem with theoretical and critical readings. *Staff*

THEATER 339C, 340C SEMINARS IN THEATER: HISTORY OF THE AVANT-GARDE A study of the contemporary theater of Europe and the U.S. focusing on the anti-realists who shaped the avant-garde response in this country to the "fourth wall convention." Playwrights such as O'Neill, Brecht, and Pirandello will be studied as well as directors, theorists, and performance artists. *Staff*

THEATER 339D, 340D SEMINARS IN THEATER: EUGENE O'NEILL AND HIS AMERICA The life, times, and works of the United States' most honored playwright, with special emphasis on the New London roots of many of his dramas.

Open to juniors and seniors. Enrollment limited to 15 students. This is a designated writing course. *Staff*

THEATER 339E, 340E SEMINARS IN THEATER: PERFORMANCE STUDIES This course employs "performance" as a lens through which Vietnamese culture and society can be scrutinized. Through site visits and readings, students will investigate such topics as the performance of nationality, cultural dynamics of tourism, and representations of history from the interdisciplinary perspective of performance studies.

Open to juniors on SATA Vietnam. Enrollment limited to 16 students. *Staff*

THEATER 416 INTERSECTING PERFORMANCES: DANCE—THEATER This course explores contemporary performance work created at the intersection of theater and dance. Throughout the semester, the work of artists such as Ping Chong, Pina Bausch and others will be explored as students experiment with creating their own work. The class will culminate in a public performance. This is the same course as Dance 416.

Prerequisite: Permission of one of the instructors. Enrollment limited to 16 students. *D. Dorfman* and *Staff*

THEATER 295, 296 FIELD WORK Supervised practical work at an established theater company or organization. Students will work under the supervision of an official or director of the field theater and will keep a journal or record of the experience, including analysis from a theoretical viewpoint, which will be submitted to the supervising faculty member. Under exceptional circumstances, students may enroll for more than four hours in field work credit in a given semester.

Prerequisite: Completion of four courses in theater, recommendation of the supervising faculty member, practical experience, permission of the participating organization and field supervisor and approval by the advisory committee on theater. *Staff*

THEATER 291, 292 INDIVIDUAL STUDY

THEATER 391, 392 INDIVIDUAL STUDY

THEATER 491, 492 INDIVIDUAL STUDY

THEATER 497–498 HONORS STUDY

Barbara Walen Long Wharf Theater Internship

THEATER 260 PERFORMANCE AND PRODUCTION (Long Wharf Theater Internship) To be taken concurrently with Course 261 during residence at the Long Wharf Theater. Practical experience in one or more of the following areas and departments of Long Wharf Theater: Backstage (scenery, electrics, stage management, costumes) or front-of-house operations (box office, development, communications, literary office). Significant responsibility in the managerial and practical aspects in chosen areas which culminate in professional public contact or performance. Eight hours credit.

Prerequisite: Completion of a major crew and permission of the supervising faculty member and appropriate Long Wharf director.

THEATER 261 THEATER REPERTORY AND PERFORMANCE CRITICISM (Long Wharf Theater Internship) To be taken concurrently with Course 260 during residence at the Long Wharf Theater. Following written material required: Reviews and critiques of the plays in performance there and other area professional theaters which address how the production concept reflects the historical, social and aesthetic background of the plays; a "profile" on one of the playwrights produced at the theater during the internship; journal of day-to-day activities during the internship; paper describing the professional insights gained and activities pursued during the internship. Eight hours credit.

Prerequisite: Courses 226 and 241, permission of the supervising faculty member and appropriate Long Wharf director.

At the National Theater Institute (NTI)

THEATER 201 DIRECTING All students direct scenes and short performance pieces learning not only basic directing skills through tablework and exercises but also how to become an artistic leader by adapting to the needs of the script, space and actors. Emphasis on directing scenes from classic and contemporary plays.

THEATER 202 PLAYWRITING Designed to assist aspiring writers in their development through a great variety of projects reflecting the range of contemporary theater. After a series of introductory exercises, students concentrate on writing a 30-minute play with the course culminating in Playwrights Week, a weeklong presentation of the student plays.

THEATER 210 DESIGN Celebrating the power of visual theater through exploration of a classical and a contemporary play, students are encouraged to explore the individual perceptions and interpretations of text in physical form and are challenged to find clear ways to communicate visually.

THEATER 300 ACTING The National Theater Institute is not imprisoned in any one method; it embraces those appropriate to the individual text. Emphasis on the art and craft of acting designed to enable the students to free the imagination and enhance their versatility. Classes will include scene study, improvisation, audition preparation, and styles.

THEATER 310 MOVEMENT AND VOICE Classes in both vocal technique and production along with dance and movement techniques for the actor. Movement classes include: Tai Chi, Droznin Russian movement, Biomechanics, yoga, dance, and stage combat. Voice training covers Linklater method, dialect work, and singing.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required.

THEATER 354 DIRECTING THEORY AND HISTORY The history and theory of directing is researched and students analyze and apply to their own work the theories of landmark directors: Stanislavsky, Meyerhold, Grotowski, Robert Wilson, Anne Bogart, Peter Brook, Richard Foreman, and others.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required.

THEATER 355 DIRECTOR'S TUTORIAL Students gain practical training through table-work, intensive rehearsals and presentations of scenes. Each student creates a director's notebook for a specific script including a portfolio of images, analysis of the play's "world," critical interpretation of the script and notes on staging, design, and production history.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required.

THEATER 356 PLAYWRIGHT OBSERVERSHIP/MENTORSHIP Students travel to the Actors Theatre of Louisville's Humana Festival in Kentucky to see world premieres, participate in career development workshops, and to network with the artists. Students also observe rehearsals led by an established playwright who serves as a mentor.

Enrollment limited to 6 students. Permission of the instructor is required. *Staff*

THEATER 357 PROFESSIONAL DEVELOPMENT FOR WRITERS Working closely with the O'Neill Theater Center's literary manager, students participate in a host of workshops, seminars, and ongoing meetings focused on professional development, including learning the business of the business, producing one's own work, working with agents, pursuing graduate studies, and submitting to new play festivals.

Enrollment limited to 6 students. Permission of the instructor is required. *Staff*

THEATER 451 DIRECTOR'S OBSERVERSHIP A two-week observership is arranged with a major company or theater in the United States. Students attend rehearsals and observe professional directors at work. Submission of a detailed journal is required.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required.

THEATER 452 DIRECTOR'S PROJECTS Advanced Directing students stage plays written by NTI students for Playwrights Week, an extremely intensive week-long project dedicated to the creation of fifteen new 30-minute plays. Students will also direct a final presentation performed by the NTI ensemble or guest actors.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required.

THEATER 453 ADVANCED PLAYWRITING Students work with professional writers on a range of styles and genres to hone writing skills, gain confidence as artists, and develop a portfolio of pieces ready for submission to play festivals. The course culminates in Playwrights Week, a festival dedicated to staged readings of plays.

Enrollment limited to 6 students. Permission of the instructor is required. *Staff*

THEATER 454 PLAY LAB Students develop scripts in rehearsal with an ensemble of actors and directors for simple readings and fully-staged plays. The labs involve production but focus on the process of collaboration: of working and communicating with actors and directors in rehearsal.

Enrollment limited to 6 students. Permission of the instructor is required. *Staff*

THEATER 496 INDIVIDUAL STUDY AT THE NATIONAL THEATER INSTITUTE This course enables advanced students to pursue independent study in acting, playwriting, or movement not covered by the existing curriculum. Through individual planning with the NTI Artistic Director, students will explore their subject in depth through rigorous practical training. Students work under the direction of professional faculty members.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required.

The O'Neill Theatermakers: Six-week summer immersion program connecting students to the work of the National Playwrights Conference (NPC) and the National Music Theater Conference (NMTC)

The following courses are intended for advanced theater students in their junior or senior year.

THEATER 470 THE COLLABORATIVE EXPERIENCE This core course involves all the Theatermaker students and focuses on ensemble building, new play development and the

collaborative process. Each week a new one-act play will be created by the group and will be performed for the community in residence at the O'Neill.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required. Enrollment limited to 16 students.

THEATER 471 DIRECTING INTENSIVE Course is designed to expand and clarify the student's approach to movement, imagery, the text, theatrical use of space, and work with the actor. Students will also observe and assist one of the directors from either the NPC or NMTC.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required. Enrollment limited to 16 students.

THEATER 472 PLAYWRITING INTENSIVE Build on established playwriting techniques through in-class exercises and the creation of a weekly one-act play. Classes strengthen the student's voice and explore new styles and dramatic structures. Students will also observe and assist one of the writers from either the NPC or NMTC.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required. Enrollment limited to 16 students.

THEATER 473 ACTING INTENSIVE Sharpen acting skills and heighten performance-readiness through intensive classes in contemporary scenestudy; as well as workshops in movement, improvisation and auditioning. Students will serve as the acting company for the Theatermakers projects and will also observe and assist on one of the NPC or NMTC projects.

Prerequisite: NTI Alumni or Advanced Students. Permission of the instructor required. Enrollment limited to 16 students.

At the O'Neill Moscow Art Theater Semester

Enrollment limited to 30 students.

THEATER 250 MOVEMENT AND VOICE Daily classes in vocal technique, production and singing. Movement classes include Biomechnics, mime, classical folk dance, scenic movement, and ballet. Classes focus on developing the actor's imagination in concert with the training and development of the physical and vocal instrument.

THEATER 251 RUSSIAN THEATER HISTORY AND CINEMA Designed to familiarize students with the rich history of the Russian cinema and theater, especially the Moscow Art Theater and the Stanislavsky System. Regular lectures and theater, museum, and cultural visits.

THEATER 252 RUSSIAN LANGUAGE Intensive language immersion appropriate for beginning and intermediate level students of the Russian language. Advanced level students will have special classes to improve their language skills.

THEATER 253 ACTING Daily classes in all phases of acting technique with special emphasis on Stanislavsky and the Expressionist directors. Extensive scene work concentrating on Russian dramatists such as Chekov, Gorky, Gogol, Ostrovsky, as well as contemporary playwrights.

THEATER 254 DESIGN Introduction to the world of Russian set and costume design and to the profession itself. Prominent designers discuss design theory and history.

Academic Regulations and Degree Requirements for Undergraduate Students*

1. The equivalent of 128 semester hours is required for the degree.
2. A student is expected to complete all degree requirements in the equivalent of eight semesters or fewer, depending upon transfer credit.**
3. A student must complete a minimum of 64 semester hours at the 200 level or higher.
4. No more than four one-semester-hour courses may be counted toward the 128 semester hours required for the degree.
5. At least 64 semester hours must be taken outside any single department (as defined by the course designations).
6. The minimum cumulative grade point average for the degree is 2.0.
7. The normal course load per semester is four courses (the equivalent of 16 semester hours) in order to complete the degree in a maximum of eight semesters.** The record of each student who is not enrolled in a minimum of 16 semester hours will be reviewed by the Committee on Academic Standing at the end of each semester. Poor scholarship is not grounds for diminution of the normal course load. A student must be enrolled in a minimum of 12 semester hours to be eligible for on-campus housing. Campus housing is not available for RTC students.
8. Pre-Registration: Official pre-registration for courses shall be conducted at announced dates during the preceding semester, beginning no earlier than five weeks before the last day of classes. A student may pre-register for a maximum of nineteen semester hours during this period.
9. Add/Limited Add Periods: The first week of classes each semester is considered the Add Period, during which students may add new courses to their schedules (subject to enrollment limitations, prerequisites, and guidelines for over-pointing). The second week of classes is considered the Limited Add Period, during which students may add courses only with the explicit approval of the instructor. After the conclusion of the Limited Add Period, courses may be added only with the approval of the Committee on Academic Standing.
10. Delete Period: The first two weeks of classes are considered the Delete Period, during which students may delete courses from their schedule without any record on their transcript.
11. Voluntary Withdrawal: The Voluntary Withdrawal Period begins two weeks after the conclusion of the Delete Period and ends five weeks before the last day of classes. During this period, a student may withdraw from one or more courses with a grade of "W" recorded on the transcript. Under exceptional circumstances, the Committee on Academic Standing may allow a student to withdraw from courses after the end of the Voluntary Withdrawal Period. A student may not at any time fall more than two courses (eight semester hours) behind the normal accumulation of four courses per semester.*** If a student has fallen eight or more semester hours behind the normal accumulation,

*For additional explanation of the academic regulations, see Section II in the *Student Handbook*.

**RTC students should refer to the Satisfactory Academic Progress section of the catalog, pages 344–345.

***All students should refer to the Satisfactory Academic Progress section of the catalog, pages 344–345.

the voluntary withdrawal option will not be available, except by explicit permission of the Committee on Academic Standing, until the student has earned additional credit through over-pointing or completing summer school courses. A student may only use eight semester hours of Advanced Placement credit to repair credit deficiencies. Any student who has a Judiciary Board case pending in relation to a course, or who has received a penalty in relation to a course, is not permitted to exercise the voluntary withdrawal option in that course.

12. Over-Pointing:* Students may take up to nineteen semester hours per term, subject to approval from their faculty adviser. Any additional coursework is considered over-pointing and requires special approval prior to the end of the Limited Add Period. Students who have not met the guidelines below by the end of the Limited Add Period will have excess courses deleted from their schedule, at the discretion of the Registrar. Requirements for over-pointing are as follows:

    From 20 to 23 credits: Students must have earned a grade point average of at least 3.0 during the previous semester and must obtain the signature of their faculty adviser. Students whose grade point average from the previous semester was below 3.0 must obtain approval from both their faculty adviser and their academic dean. Approval forms are available from the Office of the Registrar.

    From 24 to 27 credits: Students must obtain approval from both their faculty adviser and their academic dean. Approval forms are available from the Office of the Registrar.

    Students may not take more than twenty-seven credits without the approval of the Committee on Academic Standing.

13. Satisfactory/Unsatisfactory: In each semester of the junior and senior years (to a maximum of four semesters), a student with a cumulative and current grade-point average of 2.0 may elect one otherwise letter-graded course for which the instructor is required to enter the final mark as either Satisfactory (S) or Unsatisfactory (U). Return to College students must petition the Committee on Academic Standing to elect the satisfactory/unsatisfactory option. Non-degree students may elect one satisfactory/unsatisfactory course per semester. A grade of Satisfactory will be awarded for course work completed at or above a "C–"; the grade of Unsatisfactory would be awarded for course work completed at or below a "D+". Neither the Satisfactory nor Unsatisfactory grade will factor into the cumulative grade point average, and credit would only be earned for a Satisfactory grade. A grade of Unsatisfactory automatically excludes a student from Dean's Honors and Dean's High Honors for that semester.

    A course selected for this option

    - may not be drawn from the requirements and electives of the major.
    - may not be used for a course intended to satisfy a minor, General Education or a certificate program requirement.

    The option may be filed from the first day of classes to the end of the first six weeks of classes. Upon submission of the Satisfactory/Unsatisfactory form, the instructor will be notified of the student's election of the option.

    Note: This option does not apply to any course, which by faculty vote must be marked under the pass/not passed option.

*Not applicable to RTC students.

Note: Any student who has a Judiciary Board case pending in relation to a course, or who has received a penalty in relation to a course, is not permitted to exercise the Satisfactory/Unsatisfactory option in that course. Should the student have elected the Satisfactory/Unsatisfactory option prior to the J-Board deliberations, the final decision of the J-Board will override the Satisfactory/Unsatisfactory option, if appropriate.

14. To complete the College design for General Education, seven separate and distinct courses are required, each from a separate department, along with the completion of the foreign language and Writing Across the Curriculum requirements. The same course may not count toward more than one area. The same course, however, may count toward General Education as well as the requirements of the major.
15. Repeating a Course: Normally courses may not be repeated for credit. Any student who has received a passing grade and earned credit for an individual course may not repeat the course; this includes Advanced Placement, summer school and all course work taken at other institutions. Note that this policy does not apply to certain courses, the content of which varies from year to year: Advanced Study Seminars, Individual Study courses, and courses specifically noted in the catalog that by faculty vote may be repeated. A student who has failed a course may repeat it, the original grade remaining on the record and calculated into the grade point average; the second grade is also recorded and calculated in the grade point average.
16. Students seeking to receive a bachelor's degree in fewer than four years* must obtain approval for their course of study from their major adviser and from the Committee on Academic Standing.
17. Students who plan to complete degree requirements at the end of a summer, or the end of the fall semester, must formally petition through the adviser and the Committee on Academic Standing. Students granted such permission should not terminate studies without a careful check of the academic record to see that all credits and grades are in order.
18. The evaluation of transfer and pre-freshman college credit is determined by the Office of the Registrar. Transfer credit is granted only for courses with an approximate counterpart in the Connecticut College curriculum with grades of C or higher.
19. To qualify as a candidate for a degree at Connecticut College, a student must
    - Complete at least two full years of academic work in residence (full-time status*) including one semester of the senior year and
    - Earn at least 64 credits at Connecticut College.

    Summer session credit at Connecticut College may be included in the 64 credits, but summer session does not count as one of the residency semesters.
20. While transfer students are given credit for approved courses taken at other institutions, they nonetheless must also meet the requirements of rule 19.
21. Although advisers will give all reasonable aid and direction, students will be held responsible for errors in their choice of studies. Students should regularly seek guidance on their academic programs; they should consult their academic advisers until they have elected a major and their major adviser thereafter. After such consultation, students are free and responsible to choose their own program, subject only to college, departmental, or interdisciplinary program regulations.

*Not applicable to RTC students.

Alpha, Beta, and Gamma Numbers

Every summer, prior to the start of the academic year, the Office of the Registrar shall compute three numbers for use during the subsequent year: the *alpha number*, the *beta number*, and the *gamma number*. These numbers vary from year to year, depending on the grade point averages of the four previous graduating classes, and will be used to determine eligibility for Latin honors and for Dean's Honors and Dean's High Honors. These numbers shall be publicly advertised at the start of the academic year.

Academic Honors

The College awards the degree of Bachelor of Arts with Honors Study in the Major Field to graduating students who have completed their Honors Study with a grade of A or A-. The College awards the degree of Bachelor of Arts with Honors Study and Distinction in the Major Field to graduating students who have completed their Honors Study with a grade of A or A-, and who have a grade point average of at least 3.7 in their regular or interdisciplinary major courses, including those taken during the freshman year or its equivalent.*

The College awards the degree of Bachelor of Arts with Distinction in the Major Field to graduating students whose grade point average is at least 3.7 in their regular or interdisciplinary major courses, including those taken during the freshman year or its equivalent.*

The College awards Latin honors based on all coursework taken after secondary school. The degree of Bachelor of Arts *summa cum laude* is awarded to graduating students whose cumulative grade point average is greater than or equal to the alpha number.** The degree of Bachelor of Arts *magna cum laude* is awarded to graduating students whose cumulative grade point average is less than the alpha number and greater than or equal to the beta number.** The degree of Bachelor of Arts *cum laude* is awarded to graduating students whose cumulative grade point average is less than the beta number and greater than or equal to the gamma number.**

Eligibility for Latin Honors

All graduating students, including those who transfer to the College at the beginning of the junior year, are eligible for Latin honors on the basis of all undergraduate grades, including those from the freshman year or its equivalent. The relevant grade point average takes into account approved summer courses and study at other institutions, but excludes courses taken with the Satisfactory/Unsatisfactory option, courses designated Pass/Not Passed, and courses not accepted for credit toward graduation taken at least ten years prior to matriculation at the College.

To be eligible for Latin honors, at least eighty percent of the credits completed, including those from the freshman year or its equivalent, must come from graded courses. For the purposes of this calculation, credits earned from Advanced Placement, International Baccalaureate, or British A-level examinations are excluded from the total.

Phi Beta Kappa and Winthrop Scholars

Phi Beta Kappa, founded in 1776 at the College of William and Mary, is the oldest national honor society in the United States. The Connecticut College chapter, Delta of Connecticut, was established in 1935. Membership is restricted to students in their senior year. There are two elections annually: in the fall semester, based on students' academic records through the

*Beginning with students matriculating in the fall of 2006, including transfer and RTC students.
**Beginnings with students matriculating in the fall of 2008, including transfer and RTC students.

end of the junior year, and in the spring, based on their academic records through the first semester of the senior year. Students elected to membership in Phi Beta Kappa in the fall of their senior year are designated Winthrop Scholars, a distinction instituted in 1928 as a means of recognizing the highest level of scholarship and academic promise.

Dean's Honors and Dean's High Honors

At the end of each semester, any student whose grade point average for that term is greater than or equal to the beta number shall be awarded Dean's High Honors.* Any student whose grade point average is less than the beta number and greater than or equal to the gamma number shall be awarded Dean's Honors.* To be eligible for either of these honors, a student must have completed a minimum of twelve semester hours that term in graded courses. A grade of Unsatisfactory or Not Passed automatically excludes a student from Dean's Honors and Dean's High Honors for that semester.

Grading

At the end of each semester, grades are submitted by the faculty through Self Service, no later than the announced dates. Changes to previously submitted grades should be submitted in writing to the Office of the Registrar. Only grades that are higher than those previously submitted will be accepted; grades may not be lowered.

Once the faculty has voted to approve the degrees for the students who are graduating (three days before Commencement), all transcripts are considered to be "frozen." Following that vote, changes to the transcript, including changes of grade, are not permitted.

A student's course work is evaluated on the basis of grades and semester hours taken. The letter grades used and their associated grade points are: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.0; NF, 0.0; and IF, 0.0. Grade-point standing is obtained by summing the products of semester hours and grade points, and dividing by the number of hours taken.

Work taken during the summer and while on leave from the College will be included in determining grade-point standing, but courses taken under the satisfactory/unsatisfactory option or graded pass/not passed are excluded.

Incomplete:

All course work is normally due by the last day of examinations for the semester. An incomplete for up to four weeks after the last day of examinations may be granted only with the approval of the instructor and the class dean. Applications requesting an incomplete must be filed by the end of the Final Examination period.

Incompletes extended beyond four weeks require the approval of the faculty member and the Committee on Academic Standing and will be granted only in the most extraordinary of circumstances. All outstanding course work must be submitted through the Office of the Registrar. If a final grade has not been submitted within four weeks of the beginning of the following semester, the incomplete grade will be replaced with a failure, which will be calculated into the grade point average as a failure, unless a different grade, based on previously completed work, is submitted by the instructor.

*Beginning with students matriculating in the fall of 2008, including transfer and RTC students, effective in the fall semester of 2011. Prior to that point, the threshold for Dean's High Honors will be 3.7 and for Dean's Honors will be 3.3.

No Grade:

Within four weeks of the beginning of the following semester all work must be completed and a grade submitted; otherwise, a final grade of failure, which will be calculated into the grade point average as a failure, will be posted.

Accelerated Completion of Degree:

The Connecticut College curriculum is built on the presumption that eight semesters of study are necessary for completion of the degree. In this time-frame students can take full advantage of the many opportunities for personal and intellectual growth the College provides. Included among these opportunities are certain signature experiences such as sufficient time for in-depth study of a single discipline (a major) and free exploration of other topics (electives); the experience of a semester of international study; a college-sponsored summer internship and/or research experience, and the option of earning a certificate through study in one of several interdisciplinary centers. Students are also expected to develop capacity for leadership and citizenship through immersion in a dynamic residential community or participation in student clubs and activities, community service or involvement in the College's unique governance structure.

Having designed this optimal educational experience for students, the College understands that some students may wish nonetheless to accelerate completion of their degree (in seven or fewer semesters), using advanced placement credit, transfer credit, or by "over-pointing" (taking more than the expected academic workload in successive semesters). Because completion of all General Education, departmental, and other College requirements prior to an accelerated graduation may be difficult or in some cases impossible, students who wish to graduate in fewer than the expected eight semesters should contact the Dean of Studies as well as their faculty adviser as soon as possible; the College recommends that it be done by the first semester of their second year at the college. In close consultation with these advisers students seeking an accelerated degree must ultimately submit a petition to the Committee on Academic Standing where a group of faculty and deans will assess their chances for success by reviewing their records and plans for completing all degree requirements. The Committee on Academic Standing has final say in approving any accelerated graduation plan.

Transfer Credit:

Pre-Freshman Course Work

Many students have the opportunity to enroll in advanced college level course work prior to secondary school graduation. Connecticut College will grant credit for pre-freshman work, providing the course work meets the following criteria:

- completed on a college campus;
- completed in a class with matriculated college students;
- and the course work may not have been used to satisfy any high school graduation requirements.

It is the responsibility of the student to forward an official transcript of any pre-freshman course work to the Office of the Registrar. Once an official transcript has been received, the student's complete file will be reviewed to determine if the credits should be posted to the Connecticut College transcript.

Connecticut College does not award credit for programs where the above criteria has not been satisfied, *i.e.,* the University of Connecticut's CO-OP Program, Kenyon College's SCA Program, Syracuse University's Project Advance or CLEP testing.

Advanced Standing

Connecticut College encourages prospective students in secondary schools to engage in advanced level work. Students who meet certain benchmarks on the exams designated below may receive credit towards their degree requirements. Individual departments have the discretion to decide if Advanced Placement and its equivalents should count toward the major or minor and to determine the course equivalency.

Advanced Placement (AP) Examination, Sponsored by the College Entrance Examination Board: Students are awarded 4 credits for certain AP examination scores of 4 or 5 which may be applied toward their degree requirements.

International Baccalaureate: Students who present the International Baccalaureate may, on a course-by-course basis, be awarded 4 credits for each "Higher Level" individual exam score of 5 or above.

British A-Level Examinations: Students who present the A-Level certificate may, on a course-by-course basis, be awarded 4 credits for each "Higher Level" exam grade of "C" or above.

Other Foreign Exams: Students who present the results of certain foreign examinations, such as the German *Abitur* and its North European equivalents, the *Swiss Maturity*, the Italian *Maturita* and others of similar merit, may, on a course-by-course basis, be awarded 4 credits for each individual course.

A student may apply Advanced Placement credit or its equivalents toward degree requirements in the following ways:

General Education Requirements: AP credit or the equivalent may be used to satisfy General Education requirements, subject to the approval of the department. See page 338 of this Catalog for details regarding General Education requirements.

Degree Credit: Students may use AP credit in one of two ways: *either* to repair credit deficiencies that arise from voluntary course withdrawals or failing grades *or* to accelerate. If a student uses AP credit to repair deficiencies, he/she may not use more than eight semester hours. If, on the other hand, the student chooses to accelerate, he/she may use 16 semester hours of AP to graduate in seven semesters or 32 hours to graduate in six semesters. Students may also use AP credits to cover a leave of absence or withdrawal from the college. Degree credit will not be awarded for AP work if an equivalent introductory course has already been taken, either at Connecticut College or transferred from another institution.

Satisfactory Academic Progress

Connecticut College does not allow students to receive credit for remedial course work, nor is a student permitted to enroll in a course for which they had previously received credit at Connecticut College.

Satisfactory academic progress will be reviewed at least annually. If the cumulative grade point average falls below 2.0 for undergraduate students and 3.0 for graduate students and/or the student falls behind in semester hours, the student will be reviewed for satisfactory academic progress.

Repeated withdrawal(s) from classes may jeopardize a student's progress toward the degree, for any degree-seeking student. Any student who fails to meet the Satisfactory Academic Progress standards may be Directed to Withdraw by the Committee on Academic Standing. Students should review the appropriate Satisfactory Academic Progress rules for their appropriate degree status.

Full-time traditional students should maintain at least a 2.0 cumulative grade point average and not be more than eight semester hours behind the normal semester hour total for the sophomore, junior or senior years. Students should be advised that any course work transferred in from another institution, to include summer school, study away/study abroad or transfer work, will be included in the evaluation of satisfactory academic progress. The Committee on Academic Standing reserves the right to override the Satisfactory Academic Progress Policy based on a student's individual academic performance in a given academic semester or academic year, including the freshmen year. Satisfactory academic progress is measured as follows:

	Credits Attempted*	Credits Completed
Freshman	32	24
Sophomore	64	56
Junior	96	88
Senior	128	120

The Financial Aid Services staff will notify any student who has not met the satisfactory academic progress standard and their right to appeal. The letter will provide a date by which the student must provide documentation of special circumstances.

Return to College Students

To meet satisfactory academic progress standards, Return to College students should maintain at least a 2.0 cumulative grade point average. In addition, the program of study must be completed within the maximum time frame of 12 semesters, less with transfer credits, which is 150 percent of the standard published length for an undergraduate student.

For example: A student transfers in 48 credits, or four semesters, leaving a remainder of eight semesters to complete the degree, 128–48=80 credits (for students matriculating in fall 2001 and beyond), or 10.0 credits per semester, 20.0 credits per year. If a student enrolls in 24 credits for the year and completes less than 18 credits, the student is not making satisfactory academic progress.

Graduate Students

To meet satisfactory academic progress standards, graduate students should maintain at least a 3.0 cumulative grade point average and must complete the program of study within the maximum time frame, which may not exceed eight semesters.

Master's in Psychology

The standard published length for a graduate student in Psychology is 48 credits or four semesters. Students may have up to eight semesters, less with transfer credits, to complete

*Credits attempted and credits completed will include all course work through Study Away/Study Abroad, Summer Sessions, and all approved coursework from other institutions for transfer credit.

the program. Graduate students should maintain at least a 3.0 cumulative grade point average.

For example: a student enrolls in 24 credits during the academic year but completes less than 18 credits and/or has a cumulative GPA lower than 3.0. The student is not making satisfactory academic progress.

Academic Affairs

Academic Advising

The College believes that academic advising is central to helping students make the most effective use of the diverse curricular and cocurricular options available to them at Connecticut College. Many faculty and staff are available to work with students as they plan their academic programs, and we encourage students to take advantage of advising assistance throughout their years at the College.

New students receive information and advising from the associate dean of studies for freshmen and sophomores or from a pre-major faculty adviser assigned the summer prior to matriculation. The dean of the college and associate deans of studies also advise upperclass students, in close consultation with the student's major adviser, who will be assigned when the student declares a major. Students may declare a major at any time prior to the second semester of their sophomore year, at which point a declaration of major is mandatory.

Academic deans and advisers in the major field advise transfer students, and advisers in the major field advise graduate students. A pre-major adviser advises students in the Return to College (RTC) program until they declare a major. Students interested in single-course exchanges with Wesleyan University, Trinity College, or the U.S. Coast Guard Academy should consult with the Registrar. Special students are under the administrative purview of either the associate dean of studies for freshmen and sophomores or the Registrar (see pages 367–368 for the various categories of special students recognized by Connecticut College).

Additional counseling and advising assistance is available through the offices of Career Enhancing Life Skills, the dean of student life, Student Counseling Services, Student Disabilities Services, The Writing Center, and Residential Life and Housing.

Attendance at Classes

A student who pre-registers for a course has the obligation to appear at the first meeting of that course. In the case of absence, the student must notify the instructor within two working days of the first class meeting of his/her intention to continue in the class. Otherwise, an instructor is not obligated to keep that student on the class list and may assign his/her place to another student not pre-registered.

Regular attendance at classes and other scheduled academic appointments is expected of all students. Instructors are requested to call to the attention of the appropriate academic dean any case of extended or repeated absence. After warnings from the instructor and the academic dean, excessive absence may result in failure in the course. No instructor is expected to give extra help or to grant extensions to a student who has missed classes voluntarily.

Last Date of Attendance

A student who, for unexpected reasons, requests a leave or withdrawal during a semester must complete a Leave/Withdrawal Form with his or her academic dean. The student is required

to indicate his or her last date of class attendance for the semester.* Financial Aid Services will confirm the last date of attendance by requesting that the student's instructors for the semester the student is leaving fill out a Last Date of Attendance Form. The Last Date of Attendance Form will be returned to Financial Aid Services.

Study Away

Students interested in studying abroad must apply for approval through the Office of Study Away. Approval to study away is contingent on the students' academic records and adherence to application processes and deadlines.

Students who elect to take part of the degree requirements elsewhere are reminded that the transcripts from other institutions are evaluated by the Office of the Registrar and the course work is posted to the student's transcript with grades and credits. It is the student's responsibility to have an official transcript sent from his/her Study Abroad or Study Away institution.

For current and more specific information on application processes and programs for study away, contact the Office of Study Away.

Medical Leave

Students may withdraw from Connecticut College on a voluntary basis for medical reasons supported by the director of the student health services or the director of counseling services. The appropriate director's recommendation is required for re-entry. Students who must take a medical leave should inform their academic dean of their intent to leave. Under more and extreme circumstances, students may be required to take a mandatory medical leave. (See College website for mandatory Medical Leave policy.)

Personal Leave

Students who are in good standing may be approved by the Committee on Academic Standing to take a personal leave for purposes of work, travel or other nonacademic experience. Normally, academic work completed during personal leave cannot be transferred back to Connecticut College. Work activities may be explored through the Office of Career Enhancing Life Skills. Applications for personal leave must be approved by May 1 or December 1 of the preceding semester.

In all cases students planning to take a personal leave should consult with their academic dean and the appropriately executed leave form should be filed with the Office of the Registrar. No personal leave will be approved by the Committee on Academic Standing after the stated deadlines. Thereafter, all departures will be considered voluntary withdrawals.

It is the student's responsibility, whether on approved leave or voluntary withdrawal, to ensure that completed re-entry materials are submitted by the stated deadlines.

Re-Entry Following Leave

Students who plan to return from study away/study abroad or personal leave must formally notify the Office of the Registrar no later than the end of the spring or fall pre-registration period for re-entry in the upcoming semester. Notification is necessary to help the College project enrollment and space needs. The burden is on the student to make the notification, to make appropriate financial arrangements with the Accounting Office and to forward hous-

*Students may not take personal leaves during the semester although they may apply for a personal leave for the following academic term.

ing requests (residential hall or off-campus) to the director of residential life and housing. Students who have taken a medical leave must receive the recommendation of the director of Student Health Services or Student Counseling Services before they can be considered for re-entry and must inform their academic dean of their intent to return.

Students on approved study away/study abroad or personal leave are given priority for available spaces in the College if re-entry notifications are received by the deadlines stated above.

Withdrawal

Students may withdraw from Connecticut College on a voluntary basis, may be advised or directed to withdraw following a review of academic progress, or may be directed to withdraw for other than academic reasons.

Voluntary Withdrawal

In cases of voluntary withdrawal, it is the student's responsibility to consult the academic dean and to file the appropriate form with the Office of the Registrar. Failure to do so will be noted and taken into consideration should a student apply for readmission. Students who fail to return to the College without prior notification, who transfer to other institutions or who, for whatever reasons, do not plan to complete degree requirements are considered voluntary withdrawals.

Advised to Withdraw

Following review by the Committee on Academic Standing, students may be advised to withdraw and, if the advice is accepted, the students must formally report their decisions to their dean. Financial aid for students advised to withdraw will be renewed (if needed) upon readmission to the College. Students who elect to remain enrolled can be ensured of monetary assistance for one semester only and will be considered to be on academic probation until they reach the required average. This aid will provide the student with one semester in which to prove academically qualified for further support. Students should review the financial aid section of the catalog and the section on satisfactory academic progress.

Academic records of students advised to withdraw will be reviewed each semester until a satisfactory grade point average is reached. Students who do not meet the requirements of their probationary period may be directed to withdraw.

Directed to Withdraw

Following review by the Committee on Academic Standing, students whose academic progress fails to meet minimal standards may be directed to withdraw for a specified or indefinite period of time. Before returning to the College, students must take approved coursework elsewhere in order to bring their grade point average up to the minimum needed for satisfactory academic standing.* The College reserves the right to direct to withdraw any student who violates its rules and regulations or the rights of others, or whose conduct or presence constitutes in any way a risk to the health, safety or general well-being of the College community. Students should review the financial aid section of the catalog and the section on satisfactory academic progress.

*For additional explanation of the academic regulations, see section II in the *Student Handbook*.

Readmission Following Withdrawal

Students who wish to be considered for readmission must formally apply to the Office of the Registrar no later than November 1 (for the second semester) or April 1 (for the first semester). In all cases of readmission, the burden is on the student to initiate the application process (supplemented by supporting evidence where required), to make the appropriate financial arrangements with the Accounting Office and to forward housing requests (dormitory or off-campus) to the director of education and living. Students planning to request readmission must also inform their academic dean of their intent.

In cases of voluntary withdrawal, the student must demonstrate readiness to resume full-time studies and must summarize in a letter to the former academic dean any activities since last enrolled in the College. Students who have been advised to withdraw or directed to withdraw will under no circumstances be considered for readmission without a full statement of the interim activity as well as evidence of growth in personal maturity and capacity for further academic work. Carefully composed letters, supplemented by relevant supporting material, should be sent to the dean, who will present the case to the Committee on Academic Standing.

Students are not allowed to terminate a semester's work without grades more than once and still be eligible for readmission.

Centers and Certificate Programs

There are six distinctive academic centers for interdisciplinary teaching and learning at Connecticut College. The centers offer students the opportunity to gain knowledge of a particular area by combining internships, research and academic study within the framework of the liberal arts. Some of the centers offer certificates which can be awarded in combination with any major.

Toor Cummings Center for International Studies and the Liberal Arts Certificate Program (http://cisla.conncoll.edu)

The Toor Cummings Center for International Studies and the Liberal Arts (CISLA) Certificate Program was created to address the need for international education at the undergraduate level. It allows students of every major to enrich and enhance their traditional liberal arts education. To fulfill the requirements for certification, a student is required to take a core of six courses outside the major, demonstrate certified foreign language oral proficiency, and complete an overseas work/research internship and a senior integrative project. Each student in the program receives airfare plus a stipend to cover travel and living expenses during the internship.

The Program Provides the Opportunity for Broad-Based Learning, Including:

1. An introduction to the origins and dynamics of modern global society.
2. An international perspective that complements the major field.
3 An appreciation and understanding of the values and behavior of societies outside of the U.S. through studies that focus on the area of the world in which the student specializes.

4. Certified oral proficiency in a foreign language and knowledge of the cultural, economic, political and social setting in which that language is spoken.
5. Basic library research methods and an introduction to the latest library technologies through group and individual instruction. Each student is paired with a librarian-mentor throughout the certificate program.
6. A synthesizing senior seminar.

The Program Consists of Four Main Components:

I. **A Core of Six Courses:** These courses should be outside the primary major but may be from a second major or minor. They should be chosen with the goal of acquiring broad and substantive knowledge beyond the major but related to the student's planned integrative project or the culture, society or geographical area appropriate to the student's foreign language, internship and integrative project. These courses may not be counted towards the first major, but may be counted toward a second major or a minor. Students may use a course from a study abroad program upon submission and approval of a syllabus from the course.

   The core should include:

   a. International Studies 201: Perspectives on Modern Global Society, required and offered in the spring semester of the sophomore year.
   b. No more than one 100-level and one satisfactory/unsatisfactory course.
   c. Three or more courses at the 200, 300 or 400 level.
   d. International Studies 401: The Senior Seminar, required and offered in the fall semester of the senior year.

II. **Language Proficiency:** Entrance and exit level proficiency is assessed, according to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Exit level proficiency is certified by ACTFL trained testers. The required level varies by language.

III. **Foreign Language Work/Research Internship:** The internship component is designed to integrate the student's major and planned senior integrative project. The student must complete an 8–12 week internship in a foreign country, using the language of that geographical area. International students for whom English is a second language may use English as their CISLA language.

IV. **Senior Integrative Project (SIP):** The SIP is an independent integrative project presented as an Individual Study or an Honors Study in the major. The SIP must also include a ten-page addendum which addresses the three foundational CISLA questions that put research in the major in a broad context.

Entry into CISLA is highly selective with limited spaces. Criteria for entry during the first semester of the sophomore year:

a. Minimum 3.0 grade point average.
b. Entry level language proficiency as specified according to language and tested by a language interview with a faculty member.
c. Submission of a proposal that includes core course to be taken, study abroad plans, a proposed internship abroad and a proposal for the senior integrative project.
d. Acceptance of the completed proposal by the International Studies Faculty Committee.

Criteria for the certificate:

a. An overall 3.0 grade point average.
b. Language proficiency as certified by an outside tester. Required level to be specified according to language.
c. Successful completion of IS 201, IS 401 and the approved core courses.
d. Successful completion of an eight- to twelve-week overseas internship.
e. Successful completion of the senior integrative project.
e. Successful completion of the 10-page addendum addressing the three foundational CISLA questions.

Criteria for awarding of certificate with honors:

a. All the criteria cited above.
b. Certified language proficiency above the required level.
c. Completion of SIP as an Honors Study in the major.

Learning Goals for the Toor Cummings Center for International Studies and the Liberal Arts Certificate Program

Mission:

The mission of the Center is to encourage students to become politically concerned, socially engaged and culturally sensitive and informed. We seek to engage our students as leaders of tomorrow by preparing them with the type of skills, knowledge and wisdom, eloquence and virtue required of leaders in a global world.

Outcomes:

- Cross-cultural understanding through:
  - Course work with international focus from different disciplines

    IS 201 – sophomore gateway course "Perspectives on Modern Global Society"

    IS 401 – senior seminar "New Perspectives on Modern Global Society"
  - Senior Integrative Project designed to integrate the major with the geographical area of study
  - Completion of an Addendum to address the three broad CISLA questions:
    - What are the origins and dynamics of contemporary society?
    - What is the relevance of the past in understanding the present and the possibilities of the future?
    - What are the material, spiritual and ethical challenge of modernity?
  - Participation in a study abroad program that will foster cultural awareness and sensitivity
- Foreign language oral proficiency at a determined level as certified by the American Council on the Teaching of Foreign Languages
- Experiential learning through an international internship
- Encourage global citizenship through discussion, reflection and participation in initiatives of international interest

Ammerman Center for Arts and Technology Certificate Program (http://cat.conncoll.edu/)

The Ammerman Center for Arts and Technology (CAT) at Connecticut College gathers together faculty and students who study and contribute to the symbiotic relationship between technology and the arts. CAT offers students a unique opportunity to produce original creative works that employ new technologies in an interdisciplinary aesthetic context. CAT enhances collaborations among faculty and students, and supports outreach to the broader educational community at the intersections of arts and technology. CAT seeks not only to promote proficiency in the use of technology within the arts, but also to deepen the understanding of such work within the tradition of the liberal arts.

CAT offers a wide variety of programs including

1. student certificate program
2. courses
3. biennial symposium
4. colloquia series
5. technology workshops
6. interactions with visiting scholars
7. community outreach opportunities.

CAT also offers use of its multimedia lab to its faculty fellows and certificate students. The lab houses many different technologies in line with its mission.

The Biennial Symposium on Arts and Technology

The Biennial Symposium on Arts and Technology attracts international artists and researchers who work in cutting edge areas of research related to arts and technology, and includes keynote addresses, papers, panel, exhibits, concerts, film screenings and multi-media performances. Certificate students in a symposium year present their senior integrative projects at the biennial symposium.

The Student Certificate Program:

The Certificate Program is for students who are interested in exploring the relationship between the arts and technology through required courses, a paid summer internship, a senior seminar and an intensive senior-year integrative project. The program is taken in addition to a major and offers a certificate in Arts and Technology upon graduation from the College. The requirements include completing courses in the arts, computer science and a Center course, maintaining a minimum GPA, completing a paid summer internship and completing the CELS program. In their final year students complete a self-designed integrative project and attend the senior seminar. CAT advises and mentors students in the development and implementation of the senior project. Students typically apply in their sophomore year, but all interested students are encouraged to contact the Center.

Application Process:

a. Students attend informational open houses in the fall semester.
b. Students meet with center advisers to assist in completing the application and to discuss ideas for senior year integrative projects.

c. Students submit the Common Center Application through ePortfolio by the mid-November deadline. The completed application includes a personal essay, a proposal for their senior-year integrative project, internship ideas, transcript, resume, two faculty recommendations, and a plan for completing required courses.

Core Requirements:

1. One Arts and Technology course (different offerings each year).
2. Two courses in Computer Science (COM 110 required).
3. Two courses in the arts.
4. Junior year summer internship.
5. Completion of the CELS program.
6. Completion of the senior integrative project, including:
    a. Two semesters of senior independent studies (AT 491, AT 492 or equivalent).
    b. Two semesters of the senior seminar (AT 401, AT 402).
    c. Final presentation (in a symposium year, students are required to present at the symposium).
7. Maintain minimum 3.0 GPA.

Learning Goals for the Ammerman Center

The Ammerman Center offers a certificate in addition to the student's major and minor. It provides its student scholars with a research and development experience through the senior integrative project, workshops, courses, internships, colloquia and symposia.

To build a foundation in arts and technology the student will:

- Develop an understanding of arts and technology from courses, internships, colloquia, symposia and interactions with visiting scholars and artists.
- Acquire knowledge and understanding of the interdisciplinary area of specialization, including prominent works and history.
- Incorporate professionalism into creative practice through internship experiences.

During the senior year the student will:

- Develop research and critical thinking skills in order to bring together two or more technical and artistic disciplines within the context of a demonstrable interdisciplinary project.
- Employ creativity, originality and innovation in the culminating project.
- Develop project management and planning skills within the scope of the culminating project.
- Develop presentation and oral skills to demonstrate and explain the project.
- Understand the effective and constructive use of critique.

Throughout the certificate program the student will strive to:

- Appreciate the interplay between theory and practice in arts and technology.
- Understand the implications of the current technologies to the liberal arts and to society overall.

- Acquire and demonstrate practical problem solving ability in arts and technology.
- Further one's artistic expression through technical mastery and aesthetic discovery.

The Holleran Center for Community Action and Public Policy (http://holleran.conncoll.edu/)

In these times of complex national and international interactions, nothing is more important than learning how we can work together within our own communities, and with the citizens of communities from other countries around the world. We need to join together to address enduring challenges of inequality, injustice, environmental degradation, and racial and ethnic conflict. In order to do so, we need to develop a complex understanding of the strengths and limitations of our democratic and economic institutions, as well as master skills of communication, conflict negotiation, and civic technology.

The Holleran Center for Community Action and Public Policy is a multidisciplinary, academic center that is dedicated to teaching, research, and community collaborations that foster active citizenship and community leadership in a multicultural democratic society. Guided by a faculty Steering Committee, the Center oversees three major areas: 1) the student certificate Program in Community Action and Public Policy, 2) Community and Service Learning Action Research and Course Development, and 3) Community Partnerships and Collaborations. With the Center's guidance, students, faculty, staff, community members, and alumni work together in a spirit of reciprocal learning and community enhancement.

The Program in Community Action

The Holleran Center certificate Program in Community Action and Public Policy (PICA), offers a unique opportunity for students to combine their majors with course work, community learning, public service and policy development. Students in the program engage in community-based experiences and develop skills in public speaking, conflict resolution, and leadership. This certificate program unites an academically-challenging curriculum with real world experiences. Students engage in a wide variety of community projects and action research, exploring the tension among individuals' wants, community needs, and citizens' responsibilities.

Components of The Program in Community Action

A. **Application Process and Criteria for Acceptance:** Students apply during the first semester of their sophomore year. The Application process begins with several informational meetings in September and October. Each student is assigned a Holleran Center faculty and student adviser to assist in completing an application. The applicant must also contact his or her major faculty adviser immediately to begin discussing the feasibility and parameters of the senior integrative project. With the guidance of their advisers, students will design programs tailored to their individual interests.

   The completed application consists of:

   1. An essay that:
      a. Describes an important community challenge as well as personal experiences, existing knowledge, and research on this topic;
      b. Explains why the student would like to be part of the Program in Community Action, and how the student would like to develop his or her knowledge and experience with this issue;

c. Describes a senior project, the courses that would support this project, and a proposed internship;

2. A completed application form;
3. A transcript demonstrating a strong academic record;
4. A resume;
5. Two recommendations, one from a faculty member and one from a community member.

B. **A Core of Five Courses:** In consultation with the Holleran Center adviser, these courses should be chosen from outside the student's major. They should be selected with the goal of acquiring both broad and substantive knowledge related to the student's planned senior integrative project. These courses should be:

1. The Holleran Gateway Course and Community Learning Seminar taken in the second semester of the sophomore year.
2. Four courses: no more than one from the student's major, no more than one 100-level course and three or more courses at the 200, 300, or 400 level.

C. **Junior Seminar/Skill Building:** Building on the content of the Gateway course, the Junior Seminar introduces students to the history of social movements, theories of power, and strategies for bringing about change. In addition to class based readings and discussion, students engage in a community action project on campus or in the community of New London. Students develop individual projects in concert with their PICA interests. The projects are oriented towards: meaningful social change, collaborating with community partners, and uniting intellectual inquiry with political action. The biweekly seminar meetings provide a forum to discuss projects with other PICA students.

Finally, the course equips students with a range of analytic and practical tools for contributing to meaningful social change. Analytic tools include broadening conceptual vocabulary to think critically about social change, acquiring an understanding of the history of social movements, and engaging in scholarly debates about power. The practical tools include researching funding opportunities, budgeting; grant writing, web based communication skills, public speaking, and organizational skills.

D. **Community Internship:** Students successfully complete an internship of at least 300 hours either in the U.S. or abroad. The internships are related as directly as possible to the student's planned senior integrative project. The internship is traditionally done during the summer between the junior and senior years and is supported by a $3,000 stipend from the College. To be eligible for College internship funding, students must successfully complete the requirements of the Career Enhancing Life Skills (CELS) program.

E. **Senior Collaborative Seminar/Presentation:** After students complete their internships, they participate in a Senior Seminar/Presentation. The seminar promotes reflection on the educational goals of the Center and evaluation of how those goals were achieved in the community internship and senior project. The presentations are shared with other members of the Holleran Center community and with the wider community at the annual conference and banquet.

F. **Senior Project:** Senior students complete an independent integrated project that examines a particular community challenge using the methods of the Center and those of the student's field. This is the culminating work for the Program

in Community Action and Public Policy students. This may be presented as an Individual Study or an Honors Study in the student's major. Students have a third option which is the completion of a senior project within an approved, additional 400-level seminar.

Learning Goals for the Holleran Center For Community Action and Public Policy

The Holleran Center for Community Action and Public Policy is a multidisciplinary academic center that advances teaching, learning, research and community collaborations to create more just and equitable communities. The Center's Certificate in Community Action and Public Policy cultivates intellectual and ethical judgment and prepares students for lives of civic engagement and leadership. Holleran Center scholars earn a Certificate in Community Action and Public Policy at graduation by successfully supplementing their major with the Holleran Gateway course, the Junior and Senior Seminars, and four additional courses which expand their understanding of their topic; a college-sponsored summer internship; and a senior integrative project.

Content and Knowledge Base

Students will acquire knowledge of social and public policy in historical, cultural, and political contexts within a liberal arts framework. Students will analyze and understand how public policy can both ameliorate and contribute to multiple forms of inequality (*e.g.*, race and poverty).

Critical Thinking and Social Analysis

Students will unite intellectual inquiry with meaningful social, political, and civic action in local and global communities. Students will use a variety of theoretical and research methods to investigate social problems, analyze public policy and propose solutions for social change that are based on the principles of equity.

Ethics, Values, and Citizenship

Students will cultivate intellectual and ethical judgment, preparing them for lives of civic engagement, social change, and leadership. Students will examine individual and collective identity and responsibility within local and communities.

Skills and Capacities

Students will acquire and practice problem solving and community building skills, such as, budgeting, project designing, public speaking, collaborating and community organizing, planning, grant-writing and effective communication and interpersonal skills.

The Goodwin-Niering Center for the Environment
(http://goodwin-nieringcenter.conncoll.edu/)

The Goodwin-Niering Center for the Environment is an interdisciplinary academic program that draws on the expertise and interests of faculty and students in the liberal arts to address contemporary ecological challenges. The Center strives to integrate all areas of learning to deal with issues of environmental sustainability. Faculty members with environmental interests who are actively involved in the Center come from the departments of Anthropology, Art History, Botany, Biology, Chemistry, Economics, Government, History, Mathematics, Philosophy and Physics and Psychology.

The mission of the Center is to foster an understanding of biological diversity, the integrity of natural ecosystems and other fundamental environmental issues both in the College community and in the public. Its programs foster an understanding of the interaction between people and ecosystems, with special emphasis on the political, social and economic factors that influence natural resource use by different cultures worldwide. The Center encourages the integration of environmental themes into courses and student projects in the social sciences, humanities, arts, and natural sciences, and develops resources to support faculty and student research. The Center supports and facilitates many campus-wide environmental programs and activities. An important example is the Environmental Model Committee that oversees campus wide sustainability programs including recycling and energy and resource conservation. Student-run organizations, programs and events such as the annual Earth Day Celebration add rich opportunities for extracurricular involvement and education.

Connecticut College's geographic setting on the Thames River and Long Island Sound, coupled with the 750-acre Arboretum, provides an ideal location for environmental teaching and research. Many courses in 12 different departments emphasize ecological and environmental subjects. Lectures, conferences, seminar classes and student/faculty research opportunities are all part of the Center's activities. In the Center's Geographic Information Systems (GIS) Laboratory, students learn to use information technology to analyze complex spatial data for environmental research, planning and management.

The Certificate Program

The Center offers a certificate program designed to enhance the undergraduate experience with a strong concentration on environmental issues. Available to students in any major, it enables those who are ready for an additional academic challenge to cultivate their interest in environmental topics through coursework, conferences, individual study, and a paid internship or research experience during the summer following the junior year. It is appealing to those who wish to blend their interest in the environment with a non-science major and will be of particular interest to students planning careers in environmental policy, law, economics or education. With the assistance of a Center adviser, students apply to the program in the fall of their sophomore year. As a part of the program, the Center will help students find an internship or research project in the summer following their junior year, and will provide a $3,000 stipend to cover travel and living expenses during the internship. The purpose of the internship is to offer students experiences that have a positive impact on their intellectual, professional and personal development through exposure to work environments that they might not otherwise encounter as an undergraduate.

Program Components

1. **Application:** Students who have a 3.0 cumulative GPA may apply for the Certificate Program in the first semester of their sophomore year. During the application process, students are matched with a Center adviser who helps them develop a program proposal. The application must include the following:
    - application form
    - program proposal
    - academic transcript
    - two letters of recommendation by faculty
    - resume

2. **Course Requirements:** Students participate in a customized program of courses:
    - Environmental Studies (ES 110 or ES 111), taken as a freshman or sophomore.
    - Three additional courses selected to prepare the student for a summer internship or research project and their senior integrative project. The student chooses these courses in consultation with their Center adviser.
    - Certificate Seminars (ES 290/ES 395, 396/ES 495, 496), taken during the spring semester of the sophomore year, one semester of the junior year and both semesters of the senior year, prepare students for their internships and senior integrative projects. The two-credit seminars provide opportunities for in-depth discussion of current environmental issues with invited speakers; sharing of information among students with diverse interests; and practical assistance in the planning of internships and senior projects and in the written and oral presentations of the results.
3. **Conference Requirement:** Students are expected to be active participants in workshops and special events sponsored by the Goodwin-Niering Center. They must attend the biennial environmental conference and write a five-page paper summarizing its contents.
4. **Internship/Research Project:** Students participate in an approved internship or a faculty supervised research project for eight to ten weeks during the summer after the junior year. The Center staff and faculty will assist the student in finding and selecting an internship or research project that is closely related to the student's planned senior integrative project.
5. **Senior Integrative Project:** A project that integrates the summer experience with the rest of the student's certificate program may be completed as a one- or two-semester individual study, or an honors study in the major field. Public presentation of the results is required.

For more information call extension 5417, visit the Center's office in Olin 109, or go to our website at http://goodwin-nieringcenter.conncoll.edu.

Learning Goals for the Goodwin-Niering Center for the Environment

The Goodwin-Niering Center for the Environment was established in 1993 and is a comprehensive, interdisciplinary program that builds on one of the nation's leading undergraduate environmental studies programs. The Center fosters research, education, and curriculum development aimed at understanding contemporary ecological challenges. The Center established a Certificate Program for students in 1999. The Certificate Program is designed to foster environmental thinking on campus. Students in the program will develop the following skills:

- Objectively assess and effectively marshal information to understand contemporary environmental problems.
- Integrate information and concepts about environmental issues from different disciplines and perspectives to achieve a creative and innovative synthesis.
- Understand connections among components of complex environmental systems.
- Develop effective presentations that have high levels of rigor and clarity, and that facilitate dialogue among faculty and students.
- Draw connections between practical and theoretical learning.

The Joy Shechtman Mankoff Faculty Center for Teaching and Learning (http://CTL.ConnColl.edu/)

The Joy Shechtman Mankoff Faculty Center for Teaching and Learning (CTL) at Connecticut College promotes engaged and effective teaching that cultivates significant student learning. The CTL fosters a campus culture that values a diversity of learning, teaching, and disciplinary styles, welcomes honest discussion of teaching and learning, and encourages the scholarship of teaching and learning.

To achieve its mission, the CTL organizes programming that facilitates the exchange of ideas about teaching and learning; offers resources and support for new faculty, including programs that promote their smooth transition into the college community and their success in the areas of teaching, scholarship, and service; creates both formal and informal sources of support for faculty teaching at all stages of their careers; and engages in efforts to improve teaching and learning at small liberal arts colleges on the regional and national level.

The Center for the Comparative Study of Race and Ethnicity (http://www.conncoll.edu/academics/centers/ccsre/)

The Center for the Comparative Study of Race and Ethnicity (CCSRE) provides the institutional structure, resources, and expertise necessary to initiate, organize and sustain the discourse on race and ethnicity. The Center builds on the established conceptual shift in the field that moves away from the study of identities toward the examination of power, structural inequality, and social justice in a comparative, relational, and multidisciplinary fashion. In so doing, it pushes the discourse beyond national, disciplinary, and traditional conceptual boundaries of race and ethnicity, serving as the intellectual home for students, staff and faculty working across categories of race, class, gender, age, sexuality, religion and nation, creating the space for cross-fertilization and the production of new knowledge. Central to this educational effort is the examination of the ways in which race and ethnicity have operated as effective instruments of political power, especially in contexts such as representation, citizenship, ethnic/national relations, religion and politics, and economic development. In addition to examining systems of inequality and the processes by which they change and persist, the Center also engages faculty, students, and staff in the evaluation of policies and practices aimed at addressing inequality and promoting social justice.

Learning Goals for the Comparative Study of Race and Ethnicity Center

The Center for the Comparative Study of Race and Ethnicity (CCSRE) is an interdisciplinary and transnational examination of race and ethnicity around the world. Its themes are introduced in the gateway course AMS 206 Theorizing Race and Ethnicity. Coursework come from faculty in History, English, French, Sociology, and American Studies. The CCSRE is affiliated with the American Studies Program, Gender Women's Studies, History, English, and Sociology. CCSRE students often gain certificates from the Holleran Center.

When CCSRE students graduate, they should be able to:

- Define major theoretical themes in race and ethnicity.
- Critically write and think, and communicate about the political, social, economic, and cultural dynamics of race and ethnicity.
- Analyze social movements that address racial and ethnic inequality.
- Compare and contrast racial and ethnic experiences.

- Understand the role of gender and class in race and ethnicity.
- Deconstructing racial and ethnic stereotypes.
- Understand the meaning of power and structural inequality.

In addition to coursework, the learning outcomes are reinforced at the numerous CCSRE sponsored events. CCSRE students are encouraged to attend lectures and workshops in order to reinforce what they have studied in class.

Teacher Certification Program

Connecticut College is accredited to offer teacher certification programs at the elementary and secondary levels. The program is accredited by the Connecticut State Department of Education and satisfies the requirements of many other states. Students contemplating preparation for teaching should confer with their academic advisers and with the education department during the freshman year and begin planning their programs to allow for one semester during the senior year for student teaching and related teacher certification course work. Transfer students should confer with the education department as soon as possible after arrival on campus.

Candidates for elementary teaching will devote either the first or second full semester of the senior year to student teaching, which will include Course 445 (student teaching, eight credits) and Course 450.

Candidates for secondary teaching will devote either the first or second full semester of the senior year to student teaching. The semester will include Course 457 (student teaching, eight credits) and Course 450.

It is important that students planning a teaching career become involved as early as possible in programs with children and youth of school age.

The education department will select students for the program on the basis of their general academic records, majors, and seriousness of professional intent.

Applicants will prepare a tentative plan in consultation with academic or major advisers and with the education department. To meet all the requirements, some students may have to consider summer courses or over-pointing.

The general progression of a student's courses will be as follows:

For the Elementary Program
Education 223, Human Development 111, 225; Education 304, 313, 341; and 450 in the senior year with student teaching (Education 445).

For the Secondary Program
Education 223, 225, 305; Human Development 225, 307; Education 450 in the senior year with student teaching (Education 457).

Museum Studies Certificate Program
(http://www.conncoll.edu/academics/departments/arthistory/museum/index.html)

Museum Studies is a broad interdisciplinary program which explores the role of museums in shaping society's knowledge about art, culture, history, and the natural world. The Museum Studies Certificate Program is designed to introduce students to careers in all types of museums, cultural arts centers, historical sites and houses, science centers, environmental education centers, exhibit design firms, auction houses, planetaria, aquaria, zoos, and botanical gardens. The program is open to students from all majors. Students who successfully complete the program will receive a certificate at graduation.

The Program Offers:

1. An introduction to the foundations of museology with a critical perspective on museum history and practice.
2. Occasions to visit and analyze a diverse range of museums and exhibitions.
3. Study of community-museum relationships through on-site observations and interaction with museum professionals.
4. A survey of museum skills and operation, including curation, exhibition design and implementation, collection management, conservation, administration, publication, fundraising, and educational programming.
5. Special opportunities for internships, volunteer work, and training at local museums.

The Program Consists of Four Components:

1. A foundation course: Art History 258: Introduction to Museum Studies.
2. Two elective courses selected from (but not limited to) the following list of courses: Debating Museums; Museum Methods; Museum Education; Collectors and Collecting; Authenticity in Art and Culture; The Museum as a Building Type.
3. A summer or semester internship at a museum, gallery, historical society, or related organization. The internship must be approved by the Director of Museum Studies.
4. Senior integrative project: an independent or collaborative project undertaken while enrolled in the Museum Studies Senior Projects seminar. The project might involve designing and implementing an exhibition, developing interactive computer software or a museum website, producing an educational outreach program, writing a research essay on some aspect of museums or museology.

Students may enter the Museum Studies Program through first semester of the junior year.

Criteria for entry into the Museum Studies Program:

1. Minimum 3.0 grade point average.
2. An academic plan approved by the Director of Museum Studies that includes elective courses to be taken, a proposed museum internship, and a faculty-approved topic/project for the senior integrative project.

Criteria for the Certificate:

1. An overall 3.0 grade point average in foundation and elective courses.
2. Successful completion of foundation and elective courses.
3. Successful completion of a museum internship.
4. Successful completion of the senior integrative project.

Study Away

Study away is an opportunity made available to qualified Connecticut College students, subject to a thorough selection process. Every applicant must apply for permission to study away from campus by completing the Study Away Application forms available in the Office of Study Away, and must observe all deadlines. The Faculty Study Away Committee reviews applications and selects those who may apply to study away for credit abroad or elsewhere in the U.S., but approval by the Committee does not guarantee final acceptance to any other program. Review of each application is strictly confidential, and the decision arrived at by the Study Away Committee is final.

Connecticut College recognizes two types of study away programs: Study Away/Teach Away (SATA) programs and regular study away programs. SATA programs are semester-long courses of study designed and led by Connecticut College faculty. These programs provide Connecticut College students with the unique opportunity to join their own professor(s) in a joint educational venture designed to enhance their knowledge and appreciation of political, economic, and social systems different from their own. Students take classes with their Connecticut College professors and with faculty at the host university. Most SATA programs include round-trip international air fare and field trips designed to help students develop an appreciation for the history, culture and social customs of the country or region where they are studying. Countries where SATA programs have been conducted include the Czech Republic, Egypt, Ghana, Greece, India, Italy, Mexico, Morocco, Peru, South Africa, Spain, Tanzania, and Vietnam.

A great number of institutions and organizations offer study away programs. Connecticut College has worked diligently to establish special relationships and affiliations with institutions that have programs of outstanding quality throughout the world. The College's Office of Study Away evaluates these programs on a regular basis with respect to academic and student service quality. Under exceptional circumstances, Connecticut College will approve students to attend programs with which the College does not have an established relationship. More information about this process may be obtained by contacting the Office of Study Away. For the most current listing of study away programs and locations, please check the office website.

Timing

The normal study away period is during the junior year. In extremely unusual circumstances, exceptions may be granted for students interested in studying away during the second semester of their sophomore year or the first semester of their senior year. Students desiring to study away during these time periods must demonstrate that an exception is fully justified and must have the permission of their advisers and academic deans. Requests for exceptions will be submitted to the Faculty Study Away Committee and will be reviewed in the context of the pool of all applications submitted for study away in the requested semester(s). Students entering the College as freshmen or sophomores may apply for approval to study away but students entering as first-semester juniors may not study away.

Academic Credit

Students studying away are required to carry the equivalent of a full Connecticut College course load regardless of whether they need the credits to graduate. Students should not assume that wherever they go, a full course load will mean taking four, four-credit courses. Both grades and credits are posted on the student's permanent record and are calculated into the cumulative grade point average.

Students must submit all materials and assignments to their instructors abroad by the end of the last day of class and take scheduled examinations, if required. Students should keep in mind that while studying away they will not be able to take incompletes, and that if they arrive late or leave before the completion of the program, they may not receive full credit for their work. Furthermore, they should remember that they may not reduce their course load below the stated minimum unless they face extenuating circumstances (*e.g.*, medical reasons, family emergency) and receive approval from both the Study away program and Connecticut College.

Students will not receive credit for courses they take away from campus that duplicate previously completed college-level coursework, or vice versa, and if they want to take a course under the satisfactory/unsatisfactory option, they must follow all existing Connecticut College policies regarding this option and any that the host institution might have. A credit evaluation will be completed by the Office of the Registrar upon receipt of an official transcript from the host institution.

Students must receive final approval from their advisers and, if necessary, the Committee on Academic Standing for any course work to be applied to the major, minor or General Education requirements after they return to Connecticut College. This procedure requires that students submit syllabi, along with examinations and papers completed while studying abroad. Because the transferring of credits from the foreign institution to Connecticut College takes time, often the credits from these foreign institutions will be recorded after the recording of the home grades.

Financial Issues

Study Away operates in accordance with a budget set by the College and the Board of Trustees. Our goal is to provide opportunities for as many qualified students as possible, but there are limits on the numbers of students who can study away in a particular semester or year. Thus, applications from students, especially first-semester juniors, who have not yet studied away, will have priority over those from students who have already done so. Students should not assume that they will be approved for a second semester if they have already studied away for a semester.

Students studying away are charged the normal Connecticut College Comprehensive Fee, regardless of the program costs and whether or not it is run by the College (like SATA programs) or by another academic institution (see pages 369–370 for a discussion of the comprehensive fee). When the program is run by another institution, the College will remit payment directly to the host program pending verification of the student's enrollment.

The comprehensive fee covers all costs of an academic program away from campus, including room and board. In instances in which room and/or board are not covered by the institution directing the study away program, Connecticut College will credit the student's account accordingly. All students are responsible for paying the host program directly for application fees and deposits. The amount of the deposit will be credited to their account. Students on payment plans may request continuation of the service while abroad.

Students are responsible for all costs not expressly included in the program fee, including costs for domestic or international travel, commuting, passport and visas fees, immunizations, medical fees, books, laundry, postage, telephone calls and entertainment. The host program can provide guidance on these expenses based on averages incurred by other students.

Students can continue to use their financial aid while studying away. To ensure continued support, however, students receiving financial aid must make the necessary arrangements through Financial Aid Services upon acceptance to a study away program. Certain programs do not qualify for federal financial aid due to a shorter term of attendance than is allowed

under federal financial aid regulations. Accordingly, students relying on federal financial aid may not find it possible to enroll in these programs. Further, students not qualifying for financial aid who select a program with a shorter term of attendance may jeopardize future eligibility for federal financial aid under federal regulations. Contact Financial Aid Services for a list of programs and for additional information.

Insurance

Before studying away, students must have proof of sickness, hospital and accident insurance equal to the coverage available through Connecticut College. The policy must explicitly stipulate that coverage will be provided while away.

Personal Conduct

While studying away, Connecticut College students are subject to the same standards of conduct and academic regulations stipulated in the *Student Handbook.* Students are also subject to the regulations set by the host country, host institution or study away program. Students should keep in mind that the laws against the consumption or possession of illegal drugs are in some instances significantly stricter than in the United States and that Connecticut College can in no way assume responsibility for students caught breaking such laws.

Returning to Campus

Students who plan to return from study away should notify the Office of the Registrar no later than the first day of the advising period for pre-registration for entry in the upcoming semester. Notification is necessary to help the College project enrollment and space needs. The burden is on the student to make the notification, to make appropriate financial arrangements with the Accounting Office and to forward housing requests (dormitory or off-campus) to the director of residential life and housing.

Students on study away are given priority for available spaces in the College if re-entry notifications are received by the deadlines stated above. Only students in residence on campus in the second semester are eligible to enter the computerized lottery for dormitory rooms.

Joan King Memorial Fund for Study Abroad

French majors intending to participate in a study abroad program in France who are full-time undergraduate students in good academic standing and who have a stated financial need may apply for the Joan King Memorial Fund for Study Abroad. Qualified students should contact Financial Aid Services.

Travel, Research, and Immersion Program (TRIP)

From time to time regular Connecticut College courses may be approved as Travel, Research, and Immersion Program (TRIP) courses by the Study Away Committee. When a course is so designated, the following regulations apply:

1. Permission of the instructor is required.
2. The approved catalog enrollment limit may be modified.
3. The TRIP is considered to be a required part of the course; therefore all students enrolled must agree to participate in the TRIP.

Summer Study

Students wishing to take courses in summer school for credit must consult with the Office of the Registrar as to the accreditation of the college or university to be attended, the relevant departments for approval of the courses to be taken, and the major adviser for the feasibility of the courses in relation to the student's total college program. A form with the required signatures must be filed with the Office of the Registrar in ample time for approval before the summer work is undertaken.

Students may make up academic deficiencies by taking approved summer courses, and the grades received in summer courses are included in the cumulative average. Students are advised not to embark on summer courses with the intention of accelerating before securing approval of their proposed plan in accordance with the conditions outlined under Academic Regulations and Degree Requirements.

Students are reminded that for courses taken at other institutions during the summer, after matriculation at Connecticut College, all grades and credits are posted to the student's Connecticut College transcript, using a transfer equivalency equation.

Other Programs

Three-Two Program

Qualified students may obtain both a Connecticut College baccalaureate degree and a bachelor of science degree in engineering or applied science from Washington University in St. Louis or in engineering from The Thayer School of Engineering at Dartmouth College after five years' work - three at Connecticut College and then two at either Washington University or Dartmouth College. During the three years at Connecticut College a student is expected to earn 3/4 of the credits required to earn a degree from Connecticut College and to complete all General Education requirements. A student should have a grade point average of 3.0 and a strong record in mathematics and science to apply for admission to either program.

The Connecticut College degree is not awarded until the engineering or applied science program is completed, normally five years after admission to Connecticut College. However, students are warned that credits for engineering and other technical courses taken may not count toward the requirements of the major or minor at Connecticut College.

Admission to one of these programs does not assure financial aid.

For further details contact Thomas Ammirati; Physics, Astronomy, Geophysics Department.

Single Course Exchange Program

When approved by the appropriate official at the participating institution, full-time undergraduate students at Connecticut College may enroll in a single-course exchange program at the U.S. Coast Guard Academy, Trinity College or Wesleyan University.

Graduate Study

Connecticut College grants the Master of Arts degree in psychology.

Properly qualified candidates are admitted to graduate study following approval of the Graduate Studies Committee and of the Psychology Department.

Admission Requirements

- Completed application form.
- Official transcripts from all colleges and universities previously attended.
- Three letters of recommendation (at least two of these letters should be submitted by persons best qualified to evaluate the applicant's academic capabilities, for example undergraduate or graduate instructors or advisers).
- Graduate Record Examination General Test scores; GRE Subject Test scores are not required but may be submitted.
- Personal statement or essay.

Applicants to the program must be graduates in good standing from an accredited college or university.

For information, application materials and financial aid information, applicants should contact the Office of the Registrar. Application for admission to graduate study should be completed by February 1. A non-refundable application fee of $60 is required.

Credits Taken Before Admission

The application of transfer credit from other institutions toward the degree is subject to the approval of the Psychology Department and the Graduate Studies Committee. Courses proposed for transfer must have been earned within the last five years from the date of admission. Some courses taken elsewhere may not substitute for the Connecticut College required courses. All courses considered for transfer must be graduate level and have recorded grades of B or higher.

Graduate level courses taken at Connecticut College within the last five years from the date of admission through the special day or summer programs prior to admission to master's programs may be considered for transfer into the graduate program. However, admission to a graduate program at the College does not imply acceptance of Connecticut College credits earned prior to admission. All courses considered for transfer must have recorded grades of B or higher. Under no circumstances may the number of courses accepted for transfer total more than three.

Transfer of Credits After Admission

With the approval of the Psychology Department, a graduate student may petition the Graduate Studies Committee for permission to take a course at another institution after admission to a Graduate Program in Psychology at Connecticut College. The request for permission must be received at least two months before the course is offered. Following completion of the approved course and upon receipt of an official transcript, the Graduate Studies Committee will approve the transfer, if the recorded grade is B or higher. Under no circumstances may the total number of courses accepted for transfer before and after admission to the graduate program exceed three.

Program of Study

The minimum number of courses required for the master's degree is twelve. The program must be completed within four years from date of entry.

The minimum cumulative average for the degree is B (a cumulative grade point average of 3.0) for all work exclusive of the thesis (pass/not passed). Only courses completed at Connecticut College with grades of B- (2.7) or higher may count toward the degree. All courses considered for transfer from other institutions must have recorded grades of B or higher.

Housing for Graduate Students

The College does not provide housing for graduate students.

The Master of Arts

The Master of Arts Program in Psychology

The Master of Arts program in psychology offers concentrations in clinical psychology, behavioral medicine/health psychology, social/personality psychology, and neuroscience/psychobiology, and instruction in psychopathology, social psychology, women's health, behavioral medicine, statistics, clinical assessment, stress and emotional behavior, cognitive behavior therapy and other areas (see catalog). Both clinical and research practicum sites are available. Most students complete the program in two years. While an undergraduate major in psychology is not required, students must have taken a statistics course to be considered for admission to the program.

The master's program in Psychology consists of 12 graduate-level four-credit semester courses. One course (Advanced Psychological Statistics) is required of all students. Those planning to elect the clinical practicum must take Psychology 505, Seminar in Advanced Psychopathology, and Psychology 519, Advanced Clinical Psychology. The normal distribution of courses involves taking seven courses during the first year and in the second year three courses and the thesis, which counts as two courses. Programs of study are developed in consultation with the academic adviser and are approved by the Graduate Studies Committee.

Non-Traditional Programs

Connecticut College has developed several academic programs to meet the needs of the non-traditional student. These include the Return to College Program (RTC) (see page 23 for admission information), and certain special student categories.

Special Students

Special students are not, at the time of enrollment, candidates for a degree from Connecticut College, although the credits subsequently earned may be transferred to other institutions with appropriate approval, or, as a result of appropriate application to the Admissions Office, may be included in the academic program of people who are admitted to a Connecticut College degree program.

Special students are normally limited to two courses (eight semester hours) per semester; campus housing is not available. (An exception is made for full-time "guest" students.) Certain

students, *e.g.*, "guest" students, may be approved to take three or more courses per semester, in which case the full undergraduate tuition will apply.

Space permitting, enrollment in courses will be approved in consultation with the departments and instructors concerned. Students who do not make satisfactory progress may be discouraged or denied the opportunity for further enrollment.

Connecticut College recognizes several types of special students and, depending upon the circumstances, the application procedure will be initiated through the Office of the Registrar or the Dean of the Freshmen. For persons not already known to the College, the application procedure requires transcripts of record from the secondary school and/or the college(s) previously attended, as well as letters of recommendation. Applications and supporting credentials should be filed prior to the stated application deadline for the semester the student expects to enroll.

The following persons should apply directly to the Office of the Registrar:

1. Space permitting, and if courses are available, some students who are degree candidates at other institutions may be granted a "guest" status in order to take courses for eventual transfer to the home institution. To ensure transfer of courses, the "guest" student should procure a letter from his/her dean or registrar to indicate which Connecticut College courses will be accepted by the home school. "Guest" students who take a full-time course load (12 or more semester hours) will be considered for on-campus dormitory housing, subject to room availability.
2. When approved by the Committee on Academic Standing, some Connecticut College undergraduates may be temporarily reclassified from full-time to part-time status in order to continue studies toward the B.A. degree. The reclassification usually holds for only one semester; the "degree candidate" tuition rate applies.
3. When approved by appropriate officials at the participating institution, full-time undergraduate students from the U.S. Coast Guard Academy, Trinity College, and Wesleyan University may enroll for one course in the single-course exchange program between Connecticut College and the participating institution.
4. Alumni of Connecticut College may audit one undergraduate course each semester without charge if the course meets the College's definition of audit. Enrollment is contingent upon the availability of space and the consent of the instructor. Requests for tuition remission for auditing should be made to the director of human resources.
5. Mature persons who do not fall under the preceding categories, or who already have baccalaureate degrees, may enroll for courses if the educational background is suitable. Enrollment is contingent upon the availability of space and the consent of the instructor. Faculty and staff members of Connecticut College and their dependents who qualify for tuition remission will fall under this category. Requests for tuition remission should be sent to the office of human resources.

The following should apply directly to the Dean of Freshmen:

6. Well qualified high school juniors and seniors may take one or two courses per semester. They must be recommended by their high school principal or guidance counselor.

Auditing Courses

As defined by Connecticut College, auditors are usually Special Students or alumni of the College who attend the meetings of a course but receive no credit for such attendance. Stu-

dents who desire to attend certain courses may do so as auditors by securing the approval of the instructor concerned. Auditors may observe laboratory or studio techniques if such observation is made during the regular hours for the course or courses concerned. (Laboratory techniques are understood to include also those practiced in art, dance, and music.) Auditors do not recite, participate, present papers or quizzes; they receive no special instruction in the course audited.

- Regular undergraduates are usually not allowed to audit.
- After the period for change of individual programs, auditors may not change status to that of participating members of the class.

Fees*

In considering the expense of attending the College, it is important to note that no student pays the full cost of his or her education. In 2011–2012 approximately 20 percent of the income for current operating expenses came from contributions, endowment distributions and other income. The cost of every student's education is subsidized by approximately $14,080.00 per year through these additional resources. The College therefore welcomes the contributions of those who may wish to meet the full cost of education.

The comprehensive fee supports all aspects of a Connecticut College education, from academic programs to housing and dining services, athletics, financial aid, internships, and study away opportunities, all of which are budgeted through a process of shared governance. The cost of education varies among students based on the particular programs of study they follow and activities they pursue at the College. A comprehensive fee approach to charges allows all students to select among the myriad opportunities offered by the College without regard to the costs of the specific choices. Our goal is to apportion the funds generated from comprehensive fee payments and all other sources of revenue to maximize educational opportunities for as many students as possible. The College is proud of the wide array of services and opportunities that we offer, but payment of the comprehensive fee does not guarantee access to any particular educational opportunity, each of which is subject to requirements set by departments, programs, centers, and faculty committees, and all of which may be limited by the need to serve each of our students to the best of our ability.

Fees are payable on the dates indicated below. Students must pay their fees for the current semester, or make specific arrangements with the Bursar for each payment, before they are permitted to occupy a room or attend College classes. Any special arrangements must be documented in writing between the Bursar and the particular student *at least one week before the date payment is due.*

Information regarding student loans can be found in the section on financial aid.

Fees for the Academic Year 2011–2012

The annual comprehensive fee for 2011–2012 is $54,970.00. This fee includes tuition, room in campus housing, full board in campus dining, and certain fees.

*Fees are subject to change at the discretion of the Board of Trustees.

Residential Students:

Comprehensive Fee:	$54,970.00
Payment Schedule for Residential Students	
Reservation payment:* April 12, 2012, or on acceptance:	$300.00
August 10, 2011:	$27,185.00
January 10, 2012:	$27,485.00

Other Fee Schedules for the Academic Year 2011–2012

Commuting Students

Students who have received permission from the associate dean of student life to live or eat off campus are entitled to room and board credits. Please contact the Bursar for the amount of credit to be applied.

Cooperative Residence Students

Students will pay the comprehensive fees stated above. At the end of each semester, based on the reduced costs of the program, a refund may be available to the students. The campus Office of Dining Services will accumulate all charges for the semester and provide the Bursar with the refund amount.

Insurance

All full-time students are required to have adequate health insurance coverage while attending Connecticut College. All students are automatically enrolled in the plan underwritten by Gallagher Koster, and billed the annual premium. A brochure and enrollment form will be mailed to each student. A student may waive participation in the plan by documenting that he/she has comparable coverage under another insurance policy. Documentation of coverage must be provided annually by fully completing the Insurance Information/Waiver form. This form must be submitted by August 15 of each academic year. No refunds will be granted after September 1 of each academic year. See https://www.gallagherkoster.com/students/student-home.php?idField=1188 for current information. Separately, all students are covered for accidents and injuries by an insurance plan provided through the College.

The College does not carry fire, burglary, theft or other kinds of insurance to cover the personal possessions of students nor does it assume responsibility for such personal possessions. It is suggested that insurance coverage be included in policies carried by parents or that families consider obtaining separate policies for this coverage.

Late Registration

At the beginning of a semester, all registration materials should be completed and submitted to the Office of the Registrar by the day announced in the College calendar. Failure to do so will subject the student to a $100 fine, which will be assessed at the time of registration.

Master's Degree Candidates

Tuition for students accepted as candidates for the Master of Arts in Psychology is $1,825.00 per four credits. A non-refundable application fee of $60 is required of all applicants. For master's candidates who register for a foreign language or any other course outside the mas-

*For freshmen and transfer students, this deposit must accompany the acceptance card and is non-refundable in case of withdrawal.

ter's program, the fee is $1,825.00 per four credits. There is no fee for the use of the language laboratory only. For a candidate who audits a course outside the program, the fee is $310.00.

Medical service is available for limited purposes to all Master's degree candidates at the College infirmary. An opportunity to purchase accident and health insurance is offered to all master's candidates in August.

Miscellaneous Charges

Library, parking and dormitory damage fines are charged to the student's account as they may occur and are payable within 30 days of billing. The vehicle registration fee (parking decal) for the 2011–2012 academic year is $150.00.

Music Lesson Fee Policy

1. Music Lesson Fee: The $300.00 per semester student fee for music lessons is paid by the generous gift of the *Jack Niblack'98 Music Lessons Fund.*
2. Administrative Procedure: Students will audition for lessons with the music department. The department will register eligible students and provide a list to the Office of the Registrar by the end of the add/delete period each semester.

Post Graduate Teaching Certification For Connecticut College Alumni

For Connecticut College alumni who enroll in the one-semester Post Graduate Teaching Certification program, the tuition is $1,800.00 per four credits. Application should be made to the Special Student non-degree program through the Office of the Registrar.

Return To College Students

For Return to College students who take 12 or fewer semester hours, the tuition is $1,240.00 per undergraduate course or $1,775.00 per graduate course. If approved to take more than 12 semester hours each semester, the student will pay the full undergraduate tuition and fees. Students who wish to audit a course may do so with permission of the instructor and by paying a fee of $310.00 per course. A non-refundable application fee of $60 is required of all applicants.

Special Students

Regular undergraduate students who are degree candidates and who register for eight semester hours or fewer during the regular academic semester must receive prior approval from the Committee on Academic Standing to be special students. The tuition is $5,100.00 undergraduate course.

Non-degree seeking special students may be approved by application to register for eight semester hours or fewer during the regular academic semester. The tuition is $1,240.00 per undergraduate course or $1,775.00 per graduate course. If approved to register for more than eight semester hours each semester, the full undergraduate tuition and fees will apply. Students wishing to audit a course may do so with permission of the instructor and by paying a fee of $310.00 per course. A non-refundable application fee of $60 is required of all applicants.

Telephone Service

The College offers telephone service to all dormitory rooms including local calling, and voice mail. Students may use a prepaid phone calling card to make long-distance calls from the

College phone. Prepaid cards are sold at the College Book Shop as well as many off-campus locations. Students may also use cell phones for long-distance calls.

Transcripts

The Office of the Registrar will issue transcripts which are requested by students wishing to transfer or who need a statement of their credits for any other purpose. Requests must be made in writing approximately one week before the transcript is needed. An unofficial transcript may be requested for personal use. There is no charge for transcripts for students while enrolled at the College. For non-enrolled students, a fee of $5 will be charged for each copy of the transcript. For students who are financially indebted to the College, no official transcript will be issued until full payment is made to the Accounting Office.

Payment of College Bills

The College uses an online billing system called CCPay. Bills are issued electronically. When a statement is available for payment, students receive an e-mail to their Connecticut College e-mail address or a text message to their cell phone. Students can also add authorized payers—such as parents—to view their accounts, make payments and enroll in a payment plan. Only students can grant authorized payer access to their accounts. The College cannot add a non-student user to CCPay due to the U.S. Family Educational Rights and Privacy Act. Statements are e-mailed within 20 days before payments are due. The College does not accept credit cards for payment of the comprehensive fee. A fee of $25 is charged for any returned check.

For continuing students, neither a place on the College list nor, in the case of resident students, a dormitory space will be reserved after April 12, 2012 unless the applicable reservation payment has been made. The comprehensive fee deposit is $300. *Reservation payments are not refundable in case of withdrawal.*

Bills charged during the semester must be paid when due. Students with unpaid bills are not eligible to participate in the housing lottery or pre-registration/registration for the subsequent semester, nor will the College issue diplomas or official transcripts for students whose accounts remain outstanding. In the event that a student account is delinquent, the account may be placed with a collection agency or an attorney for collection. All collection costs, including attorney's fees, will be charged to the student.

Arrangements for a monthly installment payment plan may be made with Nelnet Business Solutions, 1215 13th, Suite 201, Lincoln, NE 68508, www.factsmgt.com, 1-800-609-8056.

Refund Policy

The refund policy outlined in the College catalog applies only to a full and formal withdrawal from the College by completing the appropriate form with the Office of the Registrar. After the change of course period as defined in the academic calendar, students will be financially responsible for all courses for which they are registered whether they attend or not.

Tuition Refund Plan

The College makes available to parents a tuition insurance plan offered through A.W.G. Dewar. The Tuition Refund Plan provides means for protecting parents from the financial consequences of withdrawals and dismissals due to injury or illness. For information on the plan, visit, www.Collegerefund.com or call 617-774-1555.

Tuition

The College will refund 100 percent of the tuition charge less the $200 initial reservation payment when the Office of the Registrar receives written notice of a full and formal withdrawal from the College before the first day of classes. The College will refund not less than 25 percent of the tuition charge when the Office of the Registrar receives written notice of a full and formal withdrawal from the College up to the end of four weeks (28 calendar days) counted from the first day of classes. The refund will be computed on a sliding scale. This refund policy is not applicable to students still enrolled at the College.

Number of Days	Refund Percentage
1– 4	85%
5– 8	75%
9–12	65%
13–16	55%
17–20	45%
21–24	35%
25–28	25%

Room

The College will refund 100 percent of the room charge less the $100 initial reservation payment when the Office of the Registrar receives written notice of withdrawal on or before August 10, for the first semester and 100 percent of the room charge for the second semester when the Office of the Registrar receives written notice of withdrawal on or before January 11. No refund will be made after this date.

Board

The College will refund not more than 50 percent of the board charge when the Office of the Registrar receives written notice of withdrawal up to the end of the semester. The refund will be computed on a sliding scale as follows:

Semester Weeks	Refund Percentage
1st week	50%
2nd week	47%
3rd week	44%
4th week	41%
5th week	38%
6th week	35%
7th week	32%
8th week	29%
9th week	26%
10th week	23%
11th week	20%
12th week	17%
13th week	14%
14th week	11%
15th week	7%

Federal Financial Aid Funds

Information regarding the federal refund policy can be found in the section on financial aid.

Financial Aid

For the most current information, please visit our website at: http://www.finaid.conncoll.edu/

Financial aid at Connecticut College provides access to a quality educational experience for students who could not otherwise afford the cost of education at a highly selective institution. All of our students bring special talents and abilities that enhance the quality of our community. While some colleges and universities offer financial assistance to students based on their academic, athletic, musical, or artistic abilities, Connecticut College determines a student's eligibility for financial aid based on a detailed assessment of the income, assets, and special circumstances presented by his or her family. It is not our intent to reward students' performance through the distribution of financial aid. Rather it is our desire to open the doors of the College to highly qualified students from all economic backgrounds. Our policy requires us to use a standardized analysis to determine the amount of financial aid, if any, we award to a student. We realize that in some instances, a family may see it differently, but we must adhere to the standard analysis in order to keep the process fair.

The Financial Aid Staff thoroughly reviews each file based on the information reported on the Free Application for Federal Student Aid (FAFSA), CSS Profile, and other documentation. If any of the information you reported on your application for financial aid has changed since you sent it to us, please submit these changes in writing via mail, fax or e-mail. While we have little discretion in adjusting awards given the limitation of the policies governing our financial aid process, we are happy to review an aid award if you believe we have made a factual error or if your circumstances have changed due to illness or significant loss of wages or employment. However, please note that Connecticut College does not negotiate financial aid awards based on offers made by other colleges or for reasons other than the circumstances mentioned above.

Connecticut College offers a substantial program of financial aid. During the 2010–2011 academic year, Connecticut College awarded over 28.8 million dollars in grants, jobs and subsidized loans. Awards ranged from $500 to full support depending on the financial eligibility of the applicant. The funds were drawn from endowment income, directed gifts, the College budget and state, federal and private programs.

Preliminary Requirements for Financial Aid (for US Citizens or Eligible Non-Citizens)

- Must demonstrate financial need
- Must be a U.S. Citizen or eligible non-citizen, confirmed by the Department of Homeland Security

  Definition of Eligible Non-Citizen:

  - U.S. permanent resident who has an I-551 or I-551C (Alien Registration Receipt Card)

    - You have an Arrival-Departure Record (I-94) from the U.S. Immigration and Naturalization Service (INS) with one of the following designations:
        - "Refugee"
        - "Asylum Granted"
        - "Parolee"
        - "Cuban-Haitian Entrant
- Must have a valid social security number
- Must have a high school diploma or its recognized equivalent
- For males between the ages of 18 and 25, must register for selective service
- Must confirm that you are not in default on a federal student loan and that you do not owe money on a federal student grant
- Must certify that federal student aid funds will be used for educational expenses only
- Must not have been convicted of a drug offense
- Must be admitted to a degree seeking program
- Must meet the College's satisfactory academic progress measurements

Deadline Dates

Due to the high demand for financial aid, Connecticut College has set deadlines for the submission of the required financial aid applications and supporting documentation.

	2012–2013 Deadline	2013–2014 Deadline
Early Decision I, freshman	November 15, 2011	November 15, 2012
Early Decision II, freshman	February 1, 2012	February 1, 2013
Regular Decision, freshman	February 1, 2012	February 1, 2013
Transfer for fall semester start	April 2, 2012	April 1, 2013
Return to College, Applicant	April 2, 2012	April 1, 2013
Graduate Student, Applicant	April 2, 2012	April 1, 2013
Upperclass Student	April 18, 2012	April 18, 2013
Graduate Student, Returning	July 2, 2012	July 1, 2013
Transfer for spring semester start	November 1, 2012	November 1, 2013
Freshman for spring semester start	November 1, 2012	November 1, 2013

Penalty for Incomplete Applications

All required documents must be submitted electronically or postmarked by the deadline dates listed above. Failure to submit the required documentation by the deadline dates listed above will jeopardize the student's eligibility for financial aid. Please contact the staff of Financial Aid Services if there are special circumstances that will prevent a student from meeting the deadline dates.

Application Requirements

To apply for the need-based programs, the student must submit the documents listed below by the deadline date in order to receive full consideration. If you do not wish to be considered for need-based institutional grants, it is not necessary to complete the College Scholarship Service (CSS) Profile. Please reference the College's website for the most current information.

U. S. Citizens or Eligible Non-Citizens:

Freshman Applicant – Early Decision 1*	**Freshman Applicant – Early Decision 2***	**Freshman Applicant – Regular Decision***
Free Application for Federal Student Aid (after January 1)	Free Application for Federal Student Aid (after January 1)	Free Application for Federal Student Aid (after January 1)
CSS Profile	CSS Profile	CSS Profile
Parent(s)' federal tax return	Parent(s)' federal tax return	Parent(s)' federal tax return
Parent(s)' W2s	Parent(s)' W2s	Parent(s)' W2s
Student's federal tax return	Student's federal tax return	Student's federal tax return
Non Custodial Parent's Statement	Non Custodial Parent's Statement	Non Custodial Parent's Statement
Non Custodial federal tax return	Non Custodial federal tax return	Non Custodial federal tax return
Non Custodial W2s	Non Custodial W2s	Non Custodial W2s

*Due to the early deadline date, it is probable that base year tax returns might not be available. Parents and students must complete the FAFSA and CSS Profile with estimated information. Early Decision 1 and 2 should submit prior year tax returns and W2 statements. Once base year tax returns and W2 statements become available, those forms must be sent to our office.

Upperclass Students	**New Transfer Students**	**New Return To College Students**
Free Application for Federal Student Aid (after January 1)	Free Application for Federal Student Aid (after January 1)	Free Application for Federal Student Aid (after January 1)
CSS Profile	CSS Profile	Student's federal tax return
Parent(s)' federal tax return	Parent(s)' federal tax return	Student's W2s
Parent(s)' W2s	Parent(s)' W2s	
Student's federal tax return	Student's federal tax return	
Student's W2s	Student's W2s	
Non Custodial Parent's Statement	Non Custodial Parent's Statement	
Non Custodial federal tax return	Non Custodial federal tax return	
Non Custodial W2s	Non Custodial W2s	

International Students (Non U. S. Citizens):

Freshman Applicant	Upperclass
CSS Profile or Foreign Student Financial Aid Application – to be completed by international students not living in Canada or the United States, with applicable tax documents	CSS Profile or Foreign Student Financial Aid Application – to be completed by international students not living in Canada or the United States, with applicable tax documents
CSS Profile – Canadian residents and non-citizens living in the United States, with applicable tax documents	CSS Profile – Canadian residents and non-citizens living in the United States, with applicable tax documents
Non-Custodial Parent's Statement with applicable tax documents	Non-Custodial Parent's Statement with applicable tax documents

Graduate Students and Teacher Certification Applicants

Graduate Students (MA)	Teacher Certification Applicants
Free Application for Federal Student Aid (after January 1)	Free Application for Federal Student Aid (after January 1)
Student's federal tax return	Student's federal tax return
Student's W2s	Student's W2s

Where to Obtain Forms

- Free Application for Federal Student Aid (FAFSA)
  fafsa.ed.gov
- College Scholarship Service (CSS) Profile
  collegeboard.com
- Non-Custodial Parent's Statement
  collegeboard.com

Important College Policies Regarding Financial Aid

- Due to the high demand for financial aid, we have set deadlines for receipt of required financial aid applications and supporting documentation. It is important to adhere to deadlines. The Connecticut College deadlines can be found on the **Applying for Financial Aid section** of our website (and on page 375 of the College catalog). Failure to submit all documentation by the appropriate deadline may result in a reduction in the aid offered. If there are special circumstances preventing you from meeting our deadlines, please contact our office for guidance.
- Since a family's financial situation often changes from year to year, students are required to reapply for financial aid each year. This means that a student's financial aid award may be increased or decreased over the years of enrollment based on the changes that occur in the family's income, assets, family size, number in college or special circumstances.

- In the case of a divorce or separation, our policy is that both parents, regardless of any special arrangements that are made, are responsible for funding the cost of education. We take into consideration the costs of maintaining two households, but expect both parents to support their child's education.
- Connecticut College uses both federal and institutional methodologies to determine the financial aid award. The information provided on the Free Application for Federal Student Aid, CSS Profile, and other documentation is used by the Financial Aid Office to calculate the expected family contribution. The federal methodology is used to determine eligibility for federal and state aid. The institutional methodology is used to determine eligibility for institutional need-based aid.
- All documents are examined carefully. Some items that can be deducted on your taxes *i.e.,* depreciation, vehicle expenses, losses, etc. might not be allowed for purposes of determining institutional aid eligibility. Families that show very low or negative income on their tax returns will be asked to provide documentation of their living expenses.
- On your financial aid application, you are asked to report those in your family who will be enrolled in a college or university for the coming year. Connecticut College will verify the enrollment of other family members listed. If any of the family members did not enroll as indicated, the parental contribution will be increased and the aid award decreased for the current academic year.
- Connecticut College requires that applicants for financial aid go through a process called verification. This means that our staff will compare information reported on the Free Application for Federal Student Aid (FAFSA) and CSS Profile with pertinent federal tax returns, W2 statements, Verification Worksheet and other relevant documents. Returning students should submit the FAFSA first. The Verification Worksheet should be sent to the Financial Aid office along with supporting documentation after the FAFSA submission. An aid award will not be prepared until the requested information has been received. The deadline for submitting your application is posted on our website and on page 375 of the College catalog. Please do not miss this deadline as it could jeopardize your eligibility for financial aid. Freshmen will be notified of the verification process shortly after their matriculation. Please be advised that a tentative award is not considered final until the file has been verified. Once verification has been completed, you will receive a notice from our office.
- In accordance with federal regulations, all financial aid recipients are required to make satisfactory academic progress. This means that financial aid students must maintain a minimum grade-point average and accumulate a sufficient number of credits as they progress through the program. If a student fails to make satisfactory academic progress, he or she may lose eligibility for federal financial aid, which could greatly reduce the amount of financial aid available. Students who fail to meet satisfactory academic progress will be notified and given the chance to appeal. Appeals must be based on learning disabilities, illness or a catastrophic event supported by sufficient documentation from a professional. If you will be taking a semester off, or making arrangement to pay for classes without financial aid, please be advised that in order to regain eligibility for financial aid, you must meet the minimum requirements based on the original class in which you entered. It is important to note that institutional aid is limited to eight semesters, less for transfer students. For more detailed information, go to page 339 of the Connecticut College catalog at www.conncoll.edu/AcademicsDocs/Catalog.pdf.

- Each student applying for financial aid is expected to make a standard minimum contribution to his or her educational costs. Typically, this contribution is used to fund costs such as: books, supplies, miscellaneous expenses and travel.
- As a student progresses through his or her education and gets closer to the completion of a college degree, he or she becomes more responsible financially to repay student loans because of increased earning power. Therefore, students become eligible for higher loan amounts each year. Since Connecticut College believes students should gradually take on a greater personal responsibility for the cost of education, students will be offered a higher proportion of loans each year to take full advantage of the student's eligibility for these student loan programs. Connecticut College is making efforts to reduce loan debt for our highest need students. In some cases, loans will be replaced by institutional grants.
- When determining eligibility for institutional aid, no allowance will be given for those family members enrolled in graduate or professional schools. Graduate and professional students can be considered financially independent from parents for federal financial aid purposes and therefore have access to higher loan limits to help finance their cost of education.
- If another sibling's college costs are paid by another resource such as a trust, contribution from a relative, merit or athletic award, or tuition benefit, there might be little or no allowance when determining the parent's contribution for the student at Connecticut College. You are encouraged to contact our staff to fully understand how this policy is applied.
- Many students receive outside sources of funding to support their college expenses. It is important to notify Financial Aid Services if any funding of this type is received. Federal regulations require that outside awards be considered when a student's eligibility is determined. When a student receives an outside scholarship the award will change in this order:
    1. Family contribution will be reduced to the federal level
    2. Loan levels will be eliminated or reduced
    3. Student employment will be eliminated or reduced
    4. Very last to be reduced is/are the grant(s)
- When a parent receives a tuition benefit through their employer, the funding is used to reduce the grants awarded by Connecticut College.
- Students from Connecticut, District of Columbia, Maine, Massachusetts, New Hampshire, Pennsylvania, Rhode Island and Vermont may be eligible for state grant assistance. Eligibility criteria and amounts are determined by each state. It is the student's responsibility to meet all application deadlines set by their state. The College will not make up for these funds if a student fails to apply or complete the application requirements. Please reference the section on State Financial Aid Programs on page 375 for deadline dates and web access to application requirements.

How Eligibility for Financial Aid is Determined

The amount of aid awarded is determined by using the following formula:

Cost of Education

Less: expected family contribution

Less: outside resources, *i.e.,* tuition stipends, veteran's benefits, private scholarships

Equals: Need

The **cost of education** includes:

- Tuition
- Fees
- Room
- Board
- Books and supplies
- Miscellaneous expenses
- Transportation

The tuition, fees, room and board components are determined by the Board of Trustees. Indirect expenses are determined by reviewing and surveying student costs. Individual student consumer behavior will not be factored into this determination unless there are costs associated with special circumstances.

The **expected family contribution** is a combination of the student's and the parent(s) contribution from income and assets. The information provided on the Free Application for Federal Student Aid, College Scholarship Service Profile, and other documentation is used to calculate the family contribution by applying the Federal Methodology formula for federal and state eligibility and the College's own methodology for eligibility for institutional funds. Factors included in the determination of family contribution are: income of student and parent(s), assets of student and parent(s), number of family members in the student's household, number of dependent family and number of family members attending college at least halftime in a degree seeking program. Income includes all taxable income and nontaxable income such as child support, social security benefits, contribution(s) to tax-deferred retirement plan(s), earned income credit, and housing benefits.

Outside resources are considered a component of need-based aid. Examples are: private scholarship awards, contributions from relatives, tuition benefits. If need exists and our deadline was met, a student will be awarded from one or all of the following need-based programs:

- Federal Pell Grant (not available for graduate students)
- Federal Supplemental Educational Opportunity Grant (not available for graduate students)
- Federal TEACH Grant
- Federal Direct Stafford Loan
- Federal Perkins Loan
- Federal Work Study
- State grants (not available for graduate students)
- Connecticut College Grant (not available for Return to College and Graduate students)

Students may be eligible to borrow additional amounts from the Federal Stafford Unsubsidized Loan program to meet any remaining unmet need and to finance their expected family contribution. Additional information about these federal programs is provided later in this section. ***Under no circumstance can a student receive funding in excess of their cost of education.***

Review Process

If the financial aid award seems unreasonable, a student may ask for a review. A review can occur if it is believed that a factual error has been made or if family circumstances have changed due to illness, significant loss of wages or employment, or a change in marital

status. The family will be asked to complete a special circumstance application and provide appropriate documentation.

The review will be handled by the Review Committee, which is chaired by the Dean of Admission and Financial Aid. The decision of the committee will be communicated in a timely manner. The decision of the committee is final.

Federal Need-Based Financial Aid Programs

Eligibility for these programs is determined based on the analysis of financial information reported on the Free Application for Federal Student Aid.

- *Federal Pell Grant* – for undergraduates who demonstrate exceptional financial need. Maximum award is based in part on enrollment status and length of enrollment.
- *Federal Supplemental Educational Opportunity Grant (SEOG)* – for undergraduates only. Awarded to students with exceptional financial need, with priority given to Federal Pell Grant recipients. The award is determined by the College based on the availability of funding and the number of eligible recipients.
- *Federal TEACH Grant* – eligible students can receive up to $4,000 per year if they intend to teach in a public or private elementary or secondary school that serves students from low-income families. Students must agree to serve as a full-time teacher in schools serving low-income students for four years. If a student fails to complete this service, all of the TEACH Grants received will be converted to a Federal Direct Unsubsidized Stafford Loan. The student will be charged interest from the dated the grant(s) was disbursed.
- *Federal Perkins Loan* – for undergraduate and graduate students. Students must sign a promissory note, which explains that this is a loan that must be repaid. The interest rate is 5 percent. The loan is awarded to students with exceptional financial need, with priority given to undergraduate Federal Pell Grant recipients. The award is determined by the College based on the availability of funding. Under certain conditions, repayment may be deferred (postponed) or canceled. Repayment begins nine months after the student has left the College or dropped below half-time status.
- *Federal Stafford Loan* – There are two types of Federal Stafford loans, subsidized and unsubsidized. Students can borrow from this program regardless of income, but the federal government pays the interest only on Federal Direct Stafford loans awarded to students who have demonstrated need. The borrower must complete a master promissory note and participate in entrance counseling to understand the rights and responsibilities associated with this loan program. The fixed interest rate for the subsidized Stafford Loan changes each year. The interest rate will be 3.40 percent for new loans disbursed between July 1, 2011 and June 30, 2012. The interest rate will be 6.80 percent for new loans disbursed between July 1, 2012 and June 30, 2013. The interest rate for the unsubsidized Stafford Loan is currently fixed at 6.8 percent. Repayment begins six months after the student has left the College or dropped below half-time status. There are several repayment plans and deferment options. You are encouraged to learn more about this program including annual and aggregate limits, repayment and deferment options at the following website: www.studentaid.ed.gov

  For purposes of determining loan amounts for this program, the following measurement for grade level progression will be used:

  Credits completed

Sophomore	8
Junior	60
Senior	92

- *Federal Work Study* – for undergraduate and graduate students. Provides funding for jobs. Students are paid by the hour and earning must not exceed the award. Please reference the Student Employment section (on page 386 of the College catalog) for additional information.

Please visit the Department of Education's website for more comprehensive information on these programs: www.studentaid.ed.gov

State Financial Aid Programs

State grants are provided by various states for eligible students based on academic qualifications and/or financial need. Those states have specific application deadlines. All require the Free Application for Federal Student Aid. In addition, some states have their own applications. Students should contact their state higher education agency for specific application procedures.

Connecticut College will not make up for anticipated state funds for which a student failed to apply or meet the deadline date. Those states that award funds to eligible Connecticut College students are:

State	Applications must be received by:	Website for application procedures
Connecticut	February 15	http://.ctdhe.org/SFA/pdfs/CSPApplication.pdf
Maine	May 1	http://www.famemaine.com/education/financial-AidPrograms.asp#stateOfMaineGrantProgram
Massachusetts	May 1	http://osfa.mass.edu/default.asp?page=massGrant
New Hampshire	May 1	http://www.nh.gov/postsecondary/financial/NHIP.html
Pennsylvania	May 1	http://www.pheaa.org/stategrants/index.shtml
Rhode Island	March 1	http://www.riheaa.org/borrowers/grants/
Vermont	January 1 or shortly thereafter	https://secureacctaccess.vsac.org/OnlineServices/grantapp/

Connecticut Independent College Grant – administered by Connecticut College, but funded by the State of Connecticut. Qualification is based on financial need, Connecticut residency, and meeting the Connecticut College established deadlines for financial aid. No separate application from the state is required.

Connecticut College Financial Aid Programs

Eligibility for these programs is based on financial need as determined by a review of the College Scholarship Service Profile, Free Application for Federal Student Aid, parent and student federal tax returns and supporting documentation. The exception to this policy is the Jane Bredeson Scholarship.

- *Connecticut College Grant* – this scholarship is awarded to students who demonstrate need and is funded in part from donor gifts and endowed funds. The Office of Advancement may notify a student in the fall that his or her scholarship was partly funded by the generous donation of an individual. The student will be requested to supply biographical information that will be shared with the donor. It is our hope that

all eligible students will honor this request. Funding from this program is limited to eight semesters, less for transfer students.

- *Jane Bredeson Scholarship* – This program was established to honor the significant contributions to Connecticut College by Jane R. Bredeson, Secretary Emeritus of the College. A student must be a dependent and a resident of New London for at least two years. If eligible, a student may receive up to one-half of the College tuition in a combination of federal, state and college grants. Please contact Financial Aid Services for an application and additional details. Funding from this program is limited to eight semesters, less for transfer students.
- *Lois Taylor'32 Scholarship* – This program was established to honor the first African American graduate of Connecticut College and the historic leadership of the citizens of color of New London County. The scholarship is based on demonstrated financial need. It is awarded to local underrepresented students with distinguished records of academic excellence.
- *Cornel West Scholarship* – This program was established to honor Cornel West, Class of 1943, University Professor of Religion at Princeton University and author of several books including *Race Matters* and *Democracy Matters.* The scholarship is based on annual demonstrated financial need and will cover the full institutional grant portion of a student's financial aid award for all four years. The scholarship will be awarded annually to one or more underrepresented students (eligible citizens) who demonstrate in their admission application a commitment to the exploration of issues of racial injustice, diversity and dialogue, and democracy.
- *Joan King Memorial Fund for Study Abroad* – This scholarship was established to honor the dedicated service of Joan King, who was a member of the faculty and class dean. French majors intending to participate in a study abroad program in France who are full-time undergraduate students in good academic standing and who have financial need should apply. Qualified students should contact Financial Aid Services.
- *Connecticut College Loan* – this modest loan program is funded by Connecticut College to help assist those students who demonstrate need but are not eligible to borrow from the federal loan programs. The program carries a 5 percent fixed interest rate, which is deferred until the student ceases to be at least a half-time student. Repayment begins six months after the student's withdrawal. All students must participate in pre-loan counseling before signing the applicable paperwork.

External Aid

Aid not awarded by Connecticut College must be considered when determining a student's eligibility for need. In no case can a student receive aid in excess of their cost of education. It is the student's responsibility to notify Financial Aid Services if they have received funding from these sources.

- *Outside scholarships* – these are funds awarded to students to recognize accomplishments such as academic achievement and community service. When a student receives an outside scholarship based on individual achievements, the student's expected contribution from summer earnings will be reduced to the amount calculated using the federal methodology. Loan levels will be reduced by the remaining amount. Please reference our website for links to free outside scholarship searches.
- *Tuition benefit* – this funding is a family resource that will be considered before any need-based aid is awarded.
- *Contribution(s)* from relatives or others

Off-Campus Housing (Not College Controlled)

Connecticut College is a residential college with sufficient housing for its students. If a student chooses to live off campus, his or her room and board expenses will differ from dormitory expenses. In addition, the financial aid eligibility formula will change, which may result in reduced institutional grant eligibility. This policy will be reviewed for unusual circumstances. Financial aid students should arrange an appointment with a financial aid counselor, to understand how their aid award will be affected.

Parent Loans and Payment Plans

Parent loans vary by initial cost, interest rates, repayment period, monthly payments and eligibility conditions. Payment plans allow families to spread the annual cost in ten monthly installments. Please visit our website for more detailed information about these programs.

Refund Policy

Title IV Financial Aid Refund (Federal Funds only)

When a recipient of a federal grant or loan completely withdraws from Connecticut College during the semester, the College must calculate the amount of Title IV (federal) grant or loan assistance that the student earned as of the withdrawal date. The federal programs subject to this refund policy are: Federal Pell Grant, Federal TEACH Grant, Federal Direct Stafford Loan, Federal Supplemental Education Opportunity Grant (SEOG), Federal Perkins Loan, Federal Direct Parent Loan for Undergraduate Students (PLUS) and other grant or loan assistance authorized by Title IV of the Higher Education Act, as amended.

Federal Student Aid (FSA) funds are awarded based on the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws during a period of enrollment the amount of federal aid that was earned up to that point is determined by a specific formula. If a student received (or school or parent received on the student's behalf) less assistance than the amount earned, the student may be able to receive those additional funds. If a student received more assistance than what was earned, the excess funds must be returned by the school and/or the student. The amount of assistance that is earned is determined on a pro rata basis. For example, if a student completed 30% of a period of enrollment, then the student has earned 30% of the assistance that was scheduled to be received. Once a student has completed more than 60% of the period of enrollment, then the student has earned all the assistance that was scheduled to be received for that period.

If a student did not receive all of the funds that were earned, a post-withdrawal disbursement may be due to the student. If the post-withdrawal disbursement includes loan funds, the student can choose to decline the loan funds so that additional debt is not incurred. Connecticut College can use all or a portion of the post-withdrawal disbursement (including loan funds, if accepted by the student) for tuition, fees, and room and board charges. For all other school charges, the school needs the student's permission to use the post-withdrawal disbursement. If permission is not given, the student will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce your debt at the school.

There are some FSA funds that were scheduled to be received that cannot be *earned* once a student has withdrawn because of other eligibility requirements such as not submitting the required loan forms. If a student received (or the school or parent received on the student's behalf) excess federal program funds that must be returned, Connecticut College must return a portion of the excess equal to the lesser of

1. the institutional charges multiplied by the unearned percentage of funds, or
2. the entire amount of excess funds.

Connecticut College must return this amount even if it didn't keep this amount of the federal program funds. If Connecticut College is not required to return all of the excess funds, the student must return the remaining amount. Any loan funds that must be returned, the student (or parent for a PLUS Loan) will repay in accordance with the terms of the promissory note. That is, the student must make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that the student must return is called an *overpayment*. The amount of a grant overpayment that must be repaid is half of the unearned amount. The student must make arrangements with Connecticut College or the Department of Education to return the unearned grant funds.

The requirements for federal funds when a student withdraws are separate from Connecticut College's refund policy for institutional aid; please refer to the section 'Institutional Aid Refund Policy'. Therefore, a student may still owe funds to the College to cover unpaid institutional charges. Connecticut College may also charge a student for any FSA program funds that the school was required to return.

If you have questions about the federal program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on *Student Aid on the* Web at studentaid.ed.gov. Sample worksheets are available for your review by contacting the staff in Financial Aid Services.

Institutional Aid Refund Policy

Once the calculation for federal refunds has been determined, the refund on institutional aid will be calculated on a sliding scale based on the tuition and board refund policy as described in the College catalog 'Fees' section. Once the refund amount has been determined, the refund will be made in the following order:

- Connecticut College Loan
- Connecticut College Grant
- Parent/Student

Sample worksheets are available for your review by contacting the staff in Financial Aid Services.

Special Student Status

Students who have been admitted to the College and who enroll in a program of study less than half time can be eligible to receive a Federal Pell Grant and assistance from the Federal Work Study and Federal Supplemental Educational Opportunity Grant programs, providing the student is making satisfactory academic progress towards a degree at Connecticut College.

If enrolled less than half time, the student is not eligible for the Federal Direct Stafford Loan and the Federal Direct Parent Loan for Undergraduate Students. Connecticut College aid can only be offered to a student who has been admitted to the College and attends at least half time, and is making satisfactory academic progress towards a degree.

No aid is available for guest students who attend Connecticut College on the Twelve College Exchange program or National Theater Institute. Those students should apply through their home institutions.

A student who changes to Special Student status is ineligible for Connecticut College aid. If a student has received loans for prior years, those loans will enter repayment status. Please consult a financial aid counselor to understand the implications regarding this status.

Student Employment

Connecticut College has a variety of employment opportunities for all students. Preference is given to students who have been awarded Federal Work Study as part of their financial aid award. The student's wages are funded 75 percent by the federal government and 25 percent by Connecticut College. Positions are available for non-Federal Work Study students, providing the department is able to pay 100 percent of that student's wages.

Jobs are posted on the Financial Aid Services website and in the office of Financial Aid Services. Paychecks are issued twice a month and are deposited directly into the student's bank account. These earnings should be sufficient to meet on-campus expenses.

Federal Work Study recipients can expect to work approximately six to eight hours per week, to earn the awarded grant. Financial Aid Services staff will monitor a student's earnings, to ensure that total earnings do not exceed the grant. If a student works more than eight hours per week or the hourly wage is high, the student may reach the award before the end of the academic year. At that point, the student will no longer be allowed to work under the Federal Work Study program. The student may continue to work if the department has sufficient funds to pay 100 percent of the wages. Students are encouraged to work with their employer to closely monitor their earnings.

Several documents are required before a student can work:

- Federal form W-4
- Connecticut form W-4
- Student employment agreement
- Immigration and Naturalization form
- Payroll Direct Deposit Request Form

These forms are available from Financial Aid Services or on our website.

Study Away Policy

Financial aid is available to students who are approved to study away with the exception of the Federal Work Study program. It is strongly recommended that students interested in studying away arrange an appointment with a financial aid counselor to explore this process more fully. For planning purposes, please review the following policies:

- Students attending a program not approved by the Office of Study Away are not eligible for financial aid assistance.
- No student will receive a Connecticut College grant in excess of what would have been received if the student remained on campus. Some of the host programs provide affordable travel plans. Please contact the Office of Study Away for more information.
- All students are responsible for paying the host program directly for application fees and deposits. The deposit will be deducted from the Connecticut College tuition bill.
- Connecticut College will charge its own comprehensive fee for all study away programs. The College will remit payment to the host program pending verification of the student's enrollment. Financial Aid Services will verify enrollment with the host program before any financial aid is disbursed to the student's account.

- Students should be prepared to incur out-of-pocket expenses for books, supplies, personal, travel, etc. The host program can provide guidance on these expenses based on averages incurred by other students.
- The College will not replace the Federal Work Study award with college grants.

Taxable Grants and Scholarships

It is the student's responsibility to report the following income on their U.S. tax return, if applicable:

- Federal Work Study earnings
- Grants and scholarships received in excess of tuition, fees, books, supplies and equipment. International students who receive grants and work on campus must complete a 1040NR.

Information on this IRS requirement can be obtained from the website: irs.gov

Verification

Connecticut College requires that applicants for financial aid go through a process called verification. This means that our staff will compare information reported on the Free Application for Federal Student Aid (FAFSA) and CSS Profile with pertinent federal tax returns, W2 statements, Verification Worksheet and other relevant documents.

Returning students should submit the FAFSA first. The Verification Worksheet should be completed after the FAFSA submission and sent to the Financial Aid Office along with the supporting documentation. An aid award will not be prepared until the requested information has been received. The deadline for submitting your application is posted on our website. Please do not miss this deadline as it could jeopardize your eligibility for financial aid.

Freshmen will be notified of the verification process shortly after their matriculation. Preliminary awards are not considered 'final' until the file has been verified. You will receive a notice from our office when verification has been completed.

If you have filed an extension, please forward a copy of that extension along with a draft of your federal tax return. Your award will not be considered verified and funds will not be disbursed until the final tax return has been received.

Once the verification process has been completed, your FAFSA might be submitted for corrections. You will receive a Student Aid Report (SAR) that will indicate what corrections were made. If you have questions about the corrections that were made please contact our staff. Typically, corrections are made to the following:

- Adjusted Gross Income
- U.S. Income Tax Paid
- Wages earned
- Family size
- # of dependents enrolled in college
- Untaxed income (contributions made to a retirement plan, untaxed income reported on the federal tax return, child support, worker's compensation)

You can also make corrections to your FAFSA at www.fafsa.ed.gov. However, you should not make corrections to the asset sections. Once you have submitted the corrections, we will

receive an updated transaction. Please let us know about those corrections so that our staff can review them.

Important Loan Information

Student loans are a serious legal obligation. We encourage students to take full advantage of pre-loan and exit counseling sessions to learn about loans: borrowing, repayment, deferment and cancellation provisions. Financial Aid Services and your lender can be valuable resources. Students are encouraged to maintain a loan file to store pertinent records.

Carefully consider loan repayment obligations when deciding whether, and how much, to borrow, as many future financial decisions will be influenced by individual choices. Establishing a prudent budget now will help with short and long-term financial goals.

Pre-loan Counseling

All students who are borrowing from a loan program for the first time are required to complete the web-based pre-loan counseling session. This session describes the rights and responsibilities of the borrower. Specific deferment and repayment information is disclosed as well as the consequences of not repaying the loan. No loan funds will be disbursed to the tuition account until this requirement has been met. Students can participate in pre-loan counseling by accessing the Financial Aid Services website at: http://www.conncoll.edu/admission/financialaid/8323.htm

Exit Counseling

All students who will be graduating or withdrawing from Connecticut College are required to have counseling regarding their loan obligations. A financial aid counselor will provide information on the total amount borrowed, rights and responsibilities, repayment information and deferment provisions. Focus will be on debt management and the consequences of default. Failure to comply will not relieve a student of his or her obligation under this loan program. Students who borrow from the Federal Stafford Loan program can participate in exit counseling by accessing the Financial Aid Services website: http://www.conncoll.edu/admission/financialaid/8364.htm

Please visit the Department of Education's website for more comprehensive information on these programs: www.studentaid.ed.gov

General Information

The following information provides a general description of campus life and outlines basic regulations and activities for undergraduates. This information is supplemented by the Connecticut College Student Handbook.

Residence Halls

Connecticut College places the major responsibility for residential life upon the students. Residents of each house elect their own officers, who are responsible to the Student Government Association and, in cooperation with the Housefellow and Floor Governors, to the College for maintaining high standards of group living in the houses.

Students are expected to live in residence at the College unless they are living with their parents, guardians or spouse within commuting distance of the campus. Seniors may petition the Director of Residential Education and Living to reside off campus.

Students are expected to care for their own rooms. For reasons of health, sanitation, maintenance and state law, no pets may be kept in the College residence halls with the exception of fish in a tank no larger than 10 gallons.

No weapons, explosives, or guns of any kind may be kept in College residence halls or anywhere on campus.

The College does not permit the use or possession of electric blankets, immersion coils, hot plates, hot pots, candles, toasters, ovens or any other open-flame or high-heating element. Irons are permitted in the pantries; hot plates are also located there. Cooking is not allowed in student rooms. Students are urged to use metal wastebaskets and flame-retardant curtains.

Room keys are issued to each student upon arrival, providing that his or her account is paid in full. The College assumes no responsibility for the loss of personal property. For insurance of personal possessions, see section on fees.

College personnel may enter student rooms as required for normal maintenance or emergencies. Authorized representatives of a public utility may enter student rooms only if accompanied by an appropriate College employee or by prior arrangement with the student.

The student residences are completely vacated during the winter and spring recesses. Students may occupy their assigned rooms during the fall and Thanksgiving recesses according to the regulations posted on the house bulletin boards. Students will be notified by the Office of Residential Education and Living at the beginning and end of each semester as to when they must vacate their rooms for vacation periods. Graduating seniors must vacate their rooms no later than 10 p.m. on commencement day. The College dining rooms open and close in accordance with the closing of the residence halls.

Language House

Knowlton House is a multicultural residence with corridors or blocks of rooms for students who wish to study a culture and/or practice their language skills in Chinese, French, German, Italian, Japanese, Russian and Spanish. (Language options vary from year to year.) Knowlton dining room is open to all students and affords opportunities for informal conversation with students and faculty in all the languages taught at the College. Lectures and cultural activities sponsored by the residents are held at Knowlton Language House. Freshmen and transfer students wishing to live in Knowlton may indicate this preference on the room assignment sheet sent by the Office of Residential Education and Living.

Speciality Housing

In addition to the previously mentioned housing options and our traditional houses, we offer other specialty options to students.

Thematic Apartments: These apartments are open to upperclass students. The sizes range from two to five students depending on the size of the apartment. Students interested in this option must first present a theme idea to the Residential Education and Living Advisory Committee. If the theme is approved, they are responsible for presenting programs and seminars to the campus community.

Earth House: Earth House offers seven upperclass students an atmosphere where they can practice, live and encourage an environmentally friendly way of life. Earth House offers a number of events each year.

Lazrus House: This House offers upperclass students the opportunity to have a reduced meal plan, as well as the opportunity to cook for themselves. This house is also considered year round housing and remains open during the break periods.

Burdick Quiet House: The Quiet House provides students with an environment which is conducive to a quiet, but not silent, lifestyle. Residents are expected to respect 24-hour quiet hours Monday through Sunday. Special non-quiet hours may be established by residents on weekends. Burdick House is located in Central Campus. Residents are encouraged to participate in the residential community through House Council and other house activities.

Substance-Free Housing: Substance-Free Housing accommodates both students who desire a substance-free environment and those choosing a substance-free lifestyle. Typically, Substance-Free Housing is comprised of Blackstone House, the fourth floor of Smith House, and the third floor of Wright House. Students wishing to live in a substance-free environment agree not to smoke, consume alcohol, use illicit drugs, or bring any of these substances into the Substance Free House. Students choosing a substance free lifestyle agree not to smoke, consume alcohol, or use illicit drugs in any aspect of their life while living in Substance Free Housing.

River Ridge Apartments/Winchester Houses: Each River Ridge apartment or Winchester House provides students with what they have called a "more real-life" living experience of living with roommates in a traditional apartment setting. Living in close proximity to faculty and staff members and their families requires a quieter lifestyle. Residents understand that along with the privilege of living in an apartment equipped with a full kitchen, bath, furnishings, as well as laundry facilities, comes the responsibility of respecting and adhering to this quieter lifestyle. Traditionally, residents of River Ridge and Winchester have been junior and senior students in good social standing.

Campus Safety

The Connecticut College campus safety department consists of 18 full-time campus safety officers, supervisors, and dispatchers, none of whom have arrest powers. The Campus Safety personnel provide a 24-hour service, 365 days a year. All have been trained in emergency medical procedures, first aid, fire containment and CPR. They conduct foot and vehicle patrols throughout the campus and in residence halls. The department also employs students in a "student patrol" which assists full-time officers when called upon, performs escort services and building and parking lot checks. The dormitories have an access control system which is monitored by the campus safety dispatcher.

Crime Awareness and Campus Security Act

The Crime Awareness and Campus Security Act of 1990 requires that the College collect, publish and distribute annually information regarding policies and procedures concerning security, criminal acts, law enforcement, awareness training and drug policy. This information is available for review and may be obtained by contacting Campus Safety or visiting the Campus Safety Website.

Student Government

The Student Government Association acts as the formal liaison between the student body and the faculty and administration. It is charged with keeping students informed on all issues affecting the College. In addition to making recommendations to the faculty and administration, it coordinates all student activities, class and club functions.

The Student Assembly is composed of the house senator of each residential house, the four class presidents and the Executive Board. As the legislative voice of the student body, the Student Assembly strives to present student's perspective and opinion and works diligently to improve the academic, residential and social climate at the College.

The Honor Council is also a component of Student Government. When a student matriculates, he or she pledges to adhere to the Connecticut College Honor Code. The function of the Honor Council is to maintain the Honor Code and to ensure that all students are aware of its social and academic implications which are the foundation of student life on the campus. During Orientation Week this honor system is presented to new students so that they understand the value and importance of having an honor code before they matriculate.

The Student Government Association also includes the members of the house councils, class councils, departmental advisory committees, student-faculty committees and countless clubs and organizations which constitute the infrastructure of College community life.

Athletics

The College affirms the principles of the New England Small College Athletic Conference (NESCAC) which include "commitment first and foremost to academic excellence" and "to providing a comprehensive athletic program available to the entire student body." To this end, the Department of Physical Education and Athletics offers a wide range of courses as well as strong programs in intercollegiate athletics, intramurals, club sports, and recreation.

There are 28 varsity sports: programs for men and women include basketball, cross country, ice hockey, lacrosse, rowing, soccer, squash, swimming, tennis, track and field (indoor and outdoor), and water polo. There are also women's varsity programs in field hockey, sailing, and volleyball. A coed sailing team is also offered.

The Department of Physical Education and Athletics works with the Office of Student Life to coordinate club sports on campus. Clubs available are men's and women's ice hockey, baseball, men's and women's lacrosse, ultimate Frisbee, women's rugby, equestrian, badminton, and skiing. Intramural activities include flag football, coed small-sided soccer (indoor and outdoor), men's and women's basketball, men's and women's floor hockey, softball, coed volleyball, tennis, racquetball, and squash.

Physical Education courses range from sport skills courses such as tennis, racquetball, and squash to life skills courses like rock climbing, kayaking, riding, SCUBA, skating, fitness, and core training. Four-credit offerings include Contemporary Issues in Sport, Theory of Coaching, and Essentials of Fitness and Wellness.

Any student wishing to participate in any part of the program of physical education, intramurals and/or intercollegiate sports is required to have a medical classification from the student health service. See statement on mandatory insurance in section on fees.

Connecticut College is a Division III member of The National Collegiate Athletic Association (NCAA), the Eastern College Athletic Conference (ECAC) and the New England Small College Athletic Conference (NESCAC).

Musical Activities

The College offers musical activities to meet a variety of talents and interests. Active groups include the Connecticut College Chamber Choir, Connecticut College Orchestra, Connecticut College Percussion and New Music Ensemble, Connecticut College Jazz Ensemble, Connecticut College Traditional Jazz Band, Connecticut College Concert Band, Musical Theater Ensemble, and chamber music ensembles for various instrumental groups. Membership in these organizations is by audition. These groups are available for academic credit (one credit hour on a pass/not passed basis). In addition, private instruction is available by

audition in voice, orchestral and band instruments, piano, harpsichord, organ, classical guitar, and harp.

In addition to departmental groups, the College has several student-run a cappella groups, including men's, women's and mixed groups, and student-run bands working in various genres.

The College's onStage Series brings a variety of music, dance, and theater groups to the campus. These concerts are often coordinated with master classes or curricular programs. Subscriptions, as well as single tickets when available, are offered at student discounts. The College's Ammerman Center for Arts and Technology supports an international biennial Arts and Technology Symposium. In addition, frequent recitals, master classes, and guest lectures are given by music faculty, guests, and students. In all, the Music Department sponsors more than 50 events each year.

Religious and Spiritual Life

The College provides an Office of Religious and Spiritual Life whose central purpose is to provide a religious and spiritual program that is incorporated into campus life and partners where possible, with academic programs. The Office of Religious and Spiritual Life contributes to a Liberal Arts education of the whole person for the integration of mind, body, and spirit. The Office provides safe and sacred spaces for individual spiritual development and growth. The Office provides support for all members of the Connecticut College community. There are also opportunities for learning and sharing in inter-faith and ecumenical programs and events. The Office of Religious and Spiritual Life fosters awareness, knowledge and skills to become more effective and compassionate citizens in a pluralistic world. It promotes a process of discernment which gives birth to the choice of life work. It seeks to develop attitudes of healthy questioning while maintaining enduring commitment to the greater good, thereby contributing to maturity in judgment and understanding.

The Office of Religious and Spiritual Life includes a chaplaincy with several part-time College chaplains: A Roman Catholic priest, a Rabbi, and a Minister from the Protestant and Unitarian Universalist traditions. The chaplains minister to their own constituents, and take responsibility for the care and concern of the College community. The ministry also has active student groups and fellowships.

Harkness Chapel is at the heart of religious and spiritual activities on campus, hosting religious services and events, as well as supporting a variety of organizational meetings and many hours of quiet study in the Chapel library. The Chapel is host to a variety of musical events, concerts and programs sponsored by the college Music Department, the college singing groups and community organizations. Weekly activities of the Office of Religious and Spiritual Life include, Jewish Shabbat dinners in Freeman dining hall, Roman Catholic Vigil Mass celebrations, ecumenical Protestant services, and the weekly Unitarian Universalist fellowship. On occasion services are offered by other religious traditions either in the chapel or in space appropriate places on campus. Transportation is provided for students who wish to attend any one of a variety of local religious communities, especially special holiday observances. See the following website for more information http://www.conncoll.edu/campuslife/cl_religious_spiritual_life.htm.

Office of Career Enhancing Life Skills (CELS) Four-Year Career Development Program

Conducted by the Office of Career Enhancing Life Skills, the CELS Career Development Program is a four-year academic and career planning program designed to provide the critical early stage assessment, advising and direction so necessary to students as they begin to make choices about the source of their College-funded internship, their academic curricula, and

their careers. CELS counselors not only provide career and job search counseling, they also guide students through the processes of self-assessment, goal articulation and setting learning objectives. The CELS program also provides the advising support and program content for the College's funded internship programs.

CELS: Prerequisite for all of the College's Funded Internship Opportunities

Between the end of the junior year and the beginning of the senior year, every Connecticut College student is given the opportunity to qualify for a funded summer internship where he or she can engage in intellectually viable and stimulating activities that encourage curricular, career, academic, artistic and/or personal growth. The initial eligibility requirements for all programs that offer the internship stipends are administered and monitored by the CELS Office and begin in the first semester of the sophomore year. In these initial sessions, CELS counselors help students choose the most appropriate Connecticut College internship-sponsoring program from among the following options:

- Certificate programs:

  CISLA: Toor Cummings Center for International Studies and the Liberal Arts

  PICA: Holleran Center for Community Action and Public Policy

  CCBES: Goodwin-Niering Center for the Environment

  Ammerman Center for Arts and Technology

- The CONNections Funded Internship Program

CONNections Funded Internship Program

CONNections funded internships are distinguished from certificate program internships in that they are not directly related to curricular programs. Rather, CONNections internships allow students to find interdisciplinary or exploratory internships that will allow them to apply the broad range of knowledge and skills acquired through the liberal arts education in a career related setting. In order to qualify for a CONNections internship stipend, students must participate in a series of group sessions and individual advising sessions focused on self-assessment, setting academic and internship learning objectives, identifying and securing a related internship, and formulating career plans. The series of sessions, combined with the individual advising and internship experience ensures that as students begin the job search in their senior year, they are more confident, better prepared and are able to produce practical as well as academic credentials to prospective employers.

Academic and Career Planning: The CELS e-portfolio (http://eportfolio.conncoll.edu)

To enhance and conceptually integrate the advising and developmental processes associated with academic and career planning, the CELS Program developed an electronic portfolio that allows students to identify, document and present their academic planning processes, academic and co-curricular accomplishments, and their career development experiences. CELS assessment and documentation processes are integrated into the academic planning process by using the e-portfolio to manage the documentation requirements for all funded internship opportunities on campus, and by providing an academic planning module and advising notes function for use by faculty advisers.

e-portfolio Features

- Academic, internship and co-curricular inventories that allow students to keep an updated record of the variety of skill building experiences they participate in during the four years of education. The inventories result in an organized resume-like document that makes obvious the "whole cloth" quality of the educational experience.
- A resume program that creates a student resume in a Microsoft Word or RTF document from the inventories in the Assessment Unit of the e-portfolio Main Index.
- A journaling notes function that allows students to record their perceptions about their skill development experiences.
- A student advising notes feature developed through the administrative interface that allows students to respond to and keep a history of the faculty, programs, funded internship, job search graduate school and fellowship advising that takes place throughout the undergraduate years.
- An upload files feature that students can use to self-select and document information that reflects their academic, internship and co-curricular experiences in various multi-media.
- The presentation portfolio function allows students to select and present evidences of their learning experiences at Connecticut College in various multimedia technology to potential employers, internship sponsors and/or graduate school admission committees.

Job Search Preparation

As soon as students return to campus after their funded internship, they begin the process of integrating the goal-setting and career-planning skills they have developed through the program into a career path plan. Using the internship experience as a point of reference, they are asked to reflect on their internship experience and evaluate the tentative career goals they set prior to their internship. CELS counselors assist students as they identify a range of options for their first year after graduation. By the end of the first semester they are asked to set a realistic timeline for pursuing those options. The timeline will include activities such as: developing targeted resumes, finding a career mentor, identifying online job search resources, and practicing interview skills. CELS counselors assist students with the development of resumes and cover letters targeted for specific industries or career paths, offer individual and group interview skills training sessions, teach job search strategies, provide industry research direction and connect students with employers through the established recruiting programs or through individual contacts.

CELS Employment Programs

The Office of Career Enhancing Life Skills provides seniors with a variety of recruiting opportunities, both on and off campus. Organizations that participate in the Campus Interview Program come to campus to recruit underclass students for internships and seniors for full-time jobs through information meetings and interviews. In the Resume Referral Program, organizations ask the CELS Office to publicize specific job openings to seniors and collect/forward resumes to their places of business. Employers then screen candidates and invite selected individuals to their organizations for interviews. CELS also receives job postings from employers and includes them in a weekly email job postings newsletter and lists them in a database for students to search throughout the year.

The CELS Office and peer schools annually sponsor recruiting events in three major cities:

- *The Liberal Arts Recruiting Connection (LARC) in Boston*: Over 40 organizations participate in a 12-college Job Fair and over 30 organizations conduct pre-scheduled interviews for full-time jobs with seniors from eight colleges in November. Connecticut College seniors may participate in both the Job Fair and Interview Program.
- *The New York Recruiting Consortium Interview Program*: For this January program Connecticut College joins with four other colleges to sponsor student interviews for full-time employment in New York City. Prestigious New York firms in a variety of fields participate in this event.
- *The Capital Consortium Interview Program*: Connecticut College students are interviewed for full-time employment by U.S. government departments/agencies and private employers. Co-sponsored with seven other colleges, the program is held in February.

CELS Experience Software System

CELS subscribes to the Experience, Inc. software system. CELS posts its job and internship opportunities in this online system for students to search. Numerous employers list their job/internship opportunities directly with Experience to be viewed by Connecticut College students and alumni.

Community Learning

The Office of Volunteers for Community Service (OVCS) at Connecticut College works with students, staff, faculty and community people to advocate for community engagement and active citizenship. OVCS orchestrates resources of the College with off-campus resources in a variety of partnerships to build a healthy, multicultural, democratic and more just society.

Connecticut College students complete a variety of internships and volunteer placements with local agencies and organizations in areas of education, healthcare, government, economics, non-profit management, the arts, urban planning, and the environment. OVCS provides training, orientation and transportation support services. Over five hundred students each year participate in programs and placements. OVCS works closely with the College's Holleran Center for Community Action and Public Policy.

Library and Computing Facilities

Through an innovative merger of libraries, computing, and other information services, Connecticut College provides students with an integrated and rich information, computing, and communications environment.

Shain Library houses an information commons with open-access workstations near the library reference desk and computer help desk. Nearby are the Blue Camel Café and a wide variety of study spaces, including small group study areas. In addition Shain Library houses three computer classrooms/laboratories and the Advanced Technology Lab. Access to the campus network and the Internet via wireless technology is available throughout the building, in all dormitory rooms, and in many classrooms and common gathering spaces on campus. The general library collection consists of more than 550,000 print book and bound periodical titles and approximately 10,000 titles in its media collection. The library adds approximately 10,000 print volumes to its collection each year. Electronic resources in the collection include subscriptions to 121 research databases, and over 183,000 full-text book and journal titles. Shain Library is also a partial repository for government documents with access to over 3,000 selected publication categories each year. The collection is augmented

through the CTW Consortium, a partnership with Trinity College and Wesleyan University that provides fast access to over 2.2 million items.

The Linda Lear Center for Special Collections and Archives houses 20,000 rare books and 1300 linear feet of manuscript and archival collections, including 3500 photographic prints and 42,000 slides and negatives. The Center also holds 275 paintings and 125 fine prints. The Charles Chu Asian Art Reading Room, dedicated in 2001 provides a quiet reading and study space for students and faculty. The Greer Music Library in Cummings Arts Center contains over 11,000 books, 19,000 scores, and 18,000 recordings, as well as study, computing, and listening facilities.

Access to the College's network including email, the Internet, electronic books and journals, and academic courseware, is available both on campus (in dormitory rooms and in the library) and off campus through the Virtual Private Network (VPN). The College Library forms part of the CTW Consortium, which brings access to the collections of Trinity College, Wesleyan University, and Connecticut College together via a single online catalog. These resources allow students to use a rich array of research materials and collections. Students in dormitories have voice mail accounts and local and long distance telephone service. Students also receive cable TV service, with an option for premium channels, in their dormitory rooms. Intended to support the educational mission of the College, the campus TV network offers a basic set of commercial channels, in regular and high-definition. The Connecticut College high-speed Internet connection allows students, faculty and staff to use computers to communicate with educational, research and commercial organizations around the world.

The Connecticut College website is a service which offers a rich variety of information presented in multimedia format, including text, graphics, video and sound. It features access to many academic resources such as scholarly journals, research databases, and college publications, and includes pointers to other Internet resources. Students are allowed personal web space on Google Apps for Education Google sites. The Connecticut College website URL is http://www.connecticutcollege.edu.

Students are strongly encouraged to own a laptop computer, which can be used anywhere on campus as well as in study-abroad programs. Apple Macintosh and Windows computers are both used on campus. Additionally, there are over 300 Apple Macintosh and Windows-based computers in public and discipline-specific clusters located around the campus. Laser printers, scanners, and general application and instructional software are available for student and instructional use in many of these locations. These facilities, as well as the Advanced Technology Laboratory in the Shain Library and the Center for Arts and Technology, enable students to work with other students. Faculty and staff can also use these facilities to create multimedia resources and to conduct scholarship using new technologies. The College integrates technology into foreign language instruction in several facilities, including the newly remodeled Language and Culture Center located in the Blaustein Humanities Center and the Davis, Neff, and PC Electronic Classrooms in Shain Library.

The academic courseware server contains software purchased for specific courses. The College uses a courseware management system allowing faculty and students to drop off and pick up class information, electronic reserves, and assignments electronically. The Media Server makes video, graphics and images available over a robust network in the Shain Library. This server, as well as many discipline-specific servers, is accessed through the campus network, making all of them available from any room on campus.

The College operates a range of servers attached to its network that support academic and administrative functions. These servers are supplied by Oracle/Sun, Dell, and Apple computer companies. The College has agreements with several computer companies that enable students to purchase or lease college-specified personal computers at a significant educational discount.

Roth Writing Center

The Roth Writing Center, located in the Blaustein Humanities Center, is a resource for acquiring writing and study skills. In addition to individual tutoring sessions for improving writing at all ability levels, the Writing Center staff also provides workshops on study skills, note-taking, exam preparation and time management. Call x2173 to schedule an appointment.

Student Health Service

The Student Health Service (SHS) at Connecticut College is open to all matriculated students for routine primary care which includes evaluation of illnesses and emergencies, preventative care (including health screenings) health education. All matriculated students who are eligible to use the facility are required to have a completed Connecticut College Health Form on file in the Student Health Service's office. Connecticut College Student Health Services will not accept physical examinations performed by a family member.

Except for the case of life threatening emergency, all services and information contained in a student's medical record are confidential and will not be released without the student's written permission.

All students must have health insurance that is at least comparable to the plan offered by the college. If the student does not have comparable insurance, he/she will be required to purchase health insurance from the College.

Sick visits and gynecological care are available at the SHS by appointment with a nurse practitioner or a doctor. Physician visits incur a nominal fee that is billed to the Connecticut College student health insurance, or to the student's account with an invoice coded for submission to private insurance. Routine medications are generally available at the Health Service and may include an "at cost" fee. Prescription medications not available at the Health Service can be ordered from a nearby pharmacy and delivered to the SHS when open. Laboratory services are provided at the SHS daily during the week. Allergy shots are given at specified days and times at the Health Service. Medicines, specific lab tests and medical supplies can be billed to the student's College account or to the Connecticut College student health insurance plan.

Lawrence and Memorial Hospital in New London is nearby in case of emergencies or if a student needs hospitalization. Specialists in private practice are also available in the surrounding New London area if a student needs further consultation or treatment outside the scope of the Health Service. If the student or family indicates a preference for a particular doctor or hospital, every effort is made to accommodate those preferences.

Student Counseling Services

The Student Counseling Services at Connecticut College is located in the Warnshuis Health Center. The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The goal at Student Counseling Services is to enhance each individual's ability to learn, to create and to be fully participating members of the college community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment.

To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere. The following services are provided:

- Psychological Evaluation
- Individual and Group Counseling

- Medication Evaluation and Medication Management
- Crisis Intervention Services
- Outreach and Consultation to the College Community
- Psycho-Educational Forums
- Referral to Off-Campus Clinicians for Specialized and/or Intensive Treatment

There is a short term model of treatment provided at the Student Counseling Services. The counseling sessions are provided to students at no fee, although there is a fee to see the psychiatrist for medication evaluations and medication management. Student Counseling Services provides mental health outreach, education and prevention to the college community to promote wellness and to encourage a community of care. While the staff of the Counseling Services does work collaboratively with other college offices and services, it also adheres to strict professional and ethical guidelines in regard to issues of confidentiality.

Students who wish to be seen off campus or who require specialized or more intensive treatment than the Student Counseling Service can provide are referred to community providers.

Student Disability Services

The Office of Student Disability Services has been established to ensure equal access to educational activities for students with disabilities as required by federal law. The Office of Student Disability Services is open during the academic year to work with students, faculty, and staff. The Office of Student Disability Services determines reasonable disability accommodations and coordinates necessary on-campus services. Students are responsible for initiating the process of disability registration, providing supportive documentation, and requesting specific accommodations in a timely manner.

Information provided to Student Disability Services is regarded as confidential and requires written permission from the student for exchange with another party. More detailed information is available on the Connecticut College website: www.conncoll.edu/parents/10335.htm

Medical Excuse Policy

Student Health Services does not provide notes excusing absences from class. Students who are too ill to attend class are encouraged to communicate with their professors regarding the absences. If the student is seen at SHS, the student may give permission allowing SHS to confirm the illness/visit.

A medical leave is approved by the Director of Counseling Services (psychiatric) and/or the Director of Health Services (physical), in collaboration with the student's academic dean.

When requesting re-admission, the student must make arrangements for his/her health care provider to communicate with the Director of Counseling Services and/or the Director of Health Services. A diagnosis synopsis, current medications (if any), as well as any treatment recommendations will be reviewed at that time.

It is important for the student to make provisions for re-entry in a timely manner (*i.e.*, early August for fall semester re-entry and mid-December for the spring semester). The Office of the Registrar and the Dean's Office will not proceed with re-entry until the process is complete.

Medical Leave Policy

A medical leave is approved by the Director of Counseling Services (psychiatric) and/or the Director of Health Services (physical), in collaboration with the student's academic dean.

Instructions regarding this process will be give to the student at the time of meeting with the academic dean.

When requesting readmission, the student must make arrangements for his/her mental health care provider to communicate with the Director of Counseling Services and/or the Director of Health Services. A diagnosis synopsis, current medications (if any), as well as any treatment recommendations will be reviewed at that time.

It is important for the student to make provisions for re-entry in a timely manner (*i.e.*, early August for fall semester re-entry and mid-December for the spring semester). The Office of the Registrar and the Dean's Office will not proceed with re-entry until the process is complete.

Student Right-to-Know

In compliance with the Student Right-to-Know and Campus Security Act, the following statistics show the graduation rate for the Class of 2009.

Original Undergraduate Class of 2009:

Number of students who entered in Fall 2005:	492
Number of students who graduated May 2008:	1
Number of students who graduated May 2009:	393
Number of students who graduated May 2010:	11
Number of students who graduated May 2011:	5

All students have a right to know campus crime statistics. Currently enrolled students who are interested in obtaining information on campus crime statistics will find them on the Campus Safety website, they are also available in a pamphlet at the Campus Safety office.

Campus safety statistics may be obtained by writing the Director of Campus Safety, Connecticut College, 270 Mohegan Avenue, New London, CT 06320-4196.

Regulations

Campus Parking

All student motor vehicles must be registered annually with the College and display a valid decal. Students are authorized to register only one vehicle at any one time; vehicles must be owned or leased by themselves, parents, legal guardians or spouse. Dates for the issuance of student decals will be posted. Minimum documentation required is a valid registration, driver's license and College ID card. Freshmen are not allowed to have cars on campus.

All people who bring vehicles to Connecticut College are advised that, while the College will make every effort to provide security, the College does not assume responsibility for vandalism or theft involving such vehicles.

Age of Majority

The age of majority in Connecticut is 18. Unless otherwise notified, the College will, however, continue to send parents or guardians major bills owed to the College. Grade reports are available to students on-line.

Alcohol

The State of Connecticut prohibits the serving of alcoholic beverages to minors (those below the age of 21) except by the parent or guardian or upon the orders of a practicing physician.

The College supports the Liquor Control Act of the State of Connecticut. Minors are not permitted to consume alcoholic beverages on the campus at any time.

Drugs

The College prohibits the illegal use of drugs. Students involved in the use or distribution of controlled substances will be subject to disciplinary action with sanctions potentially including dismissal from the College. The College cooperates with law enforcement authorities in adjudicating violations of state and federal laws and does not serve as a haven from such adjudications.

Veteran's Affairs

The Colleges has been approved by the state approving agency in Hartford, CT for the training of VA students. The Office of the Registrar is the on-campus certification office.

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Merton Walton, Manager/Mechanical Trades

Linda Waldron, B.S., Physical Plant Accounts Payable

Post Office

Diane Fiore, Post Office Supervisor

Robert Reagan, Postal Assistant

Jean Russell, B.A., Postal Assistant

Print Shop and Mail Services

Christopher P. Barclay, Manager Print/Mail Services

Mark A. Bliven, Assistant Manager Print Shop

Marie Murphy, Departmental Assistant

Kristi Randmetz, Designer/Operator

Marion Robertson, Department Assistant

Office of College Advancement

Gregory T. Waldron, B.A., M.B.A., Vice President for College Advancement and Alumni Relations

Claire Gadrow, B.S., M.B.A., Assistant Vice President for College Advancement

Maura M. McGuinness, B.A., Senior Assistant to the Senior Admin/Adm Cor

Advancement Services

Linda Bennett, B.S., Director of Advancement Services

Bonnie J. Baine, Advancement Services Assistant

Theresa Hoffman, Advancement Services Assistant

Constance Kristofik, B.S., M.P.A., Advancement Services Officer

Andrea Simmons, B.S., College Advancement Report Writer

Janelle Sanchez, Advancement Services Assistant

Lenette Strong, Advancement Services Assistant

Alumni Relations

Bridget McShane, B.A., Director of Alumni Relations

Sarah Fournier, B.A., Assistant Director of Reunion

Elizabeth Kaechele Poole '00, B.A., Associate Director of Alumni Relations

Ellen Maloney, B.A., Administrative Assistant

Samantha McCracking '10 B.A. Advancement Associate

Erin Morrissey, B.A., Associate Director of Alumni Relations

Tammy Paul-Gough, Administrative Assistant

Annual Giving

Ellen Anderson, B.A., Director of Annual Giving

Lynne Crider, Program Support

Laura Evans, B.A., Annual Giving Officer

Nancy B. Ludlam, B.A., Administrative Assistant

Samantha McCracking '10, B.A. Advancement Associate

Nancy L. Picard, Annual Giving Coordinator

Curtis Spence, B.S., Annual Giving Officer

Skip Wilson, B.A., Associate Director of Annual Giving

Corporate, Foundation and Government Relations

Naima Gherbi, B.A., M.A., Director of Corporate, Foundation and Government Relations

Maureen Boyd, B.F.A., M.A., Associate Director of Corporate and Foundation Relations

Elizabeth Fitzgerald, B.A., M.A.L.S., Coordinator Corporate, Foundation and Government Relations

Kristin Geshel, B.S., Faculty Grants and Government Relations Officer

Donor Relations

Kathleen Baer, B.A. Ed.M., Director of Donor Relations

Valerie Smith, B.A., M.S., Senior Donor Relations Officer

Major Gifts

William O'Neil, B.A., M.B.A., Director Major Gifts & Planned Giving

Karen Cordero, Major Gift Program Coordinator

Alison Zack Darrell, B.A., M.S., Senior Major Gift Officer

Ken Dolbashian, B.A., J.D., Senior Planned Giving Officer

Leslie Eagle, B.A., Major Gift Officer

Cameron Jones, B.S., M.L.A., Senior Development Officer

Rebecca Nash, B.A., Research Coordinator

Ross H. Smith, B.A., Director of Leadership Giving

Joan M. Sullivan, A.S., Assistant Director of Prospect Research

Deborah R. Thorp, Administrative Assistant

Nancy Zuelch, B.A., Associate Director of Prospect Research

Office of Admission and Financial Aid

Martha C. Merrill '84, B.A., Dean of Admission and Financial Aid

R. Holly Vomastek, A.S., Senior Assistant to Senior Administrator and Coordinator of Tuition Exchange

Office of Admission

Scott D. Alexander, A.B., Associate Director and Coordinator of International Recruitment

Laureen M. Ambot, Program Coordinator

Laurie Chamberlin, Staff Assistant

Jessamyn Cox '09 B.A. Assistant Director of Admission

Cynthia Goheen, B.A., M.Div., Ph.D., Assistant Director of Admission

Thomas Marlitt, A.B., Director of West Coast Admission

Djiara Meehan, B.A., M.A., Associate Director of Admission/Coordinator of Multicultural Admission

Paivi Ovaska, Administrative Secretary

Daniel Person, A.B., Assistant Director of Admission

Jessica A. Ricker, '00, B.A., M.A., Associate Director of Admission/Coordinator of Transfer Admission

Kimberly J. Singer, B.S., Staff Assistant

Yolande B. Tice, Coordinator of Admission Operations

Shalini Uppu, B.A. Assistant Director of Admission

Eric Vettese, B.A., Director of Admission Information Systems

Deborah Wright, '75, B.A., M.A., Director of Admission

Office of Financial Aid

Elaine F. Solinga, B.S., Director of Financial Aid

Patricia Buono, Assistant Director of Financial Aid

Teresa Coronis, Financial Aid Coordinator

Kristen Forde, Student Employment Coordinator

Elizabeth L. Hook, B.S., Associate Director of Financial Aid

Christine Z. Simmons, B.S., Senior Assistant Director

Karen Woods, B.A., Associate Director of Technology

Finance

Paul L. Maroni, B.A., M.L.S., M.B.A., Vice President for Finance

Mary L. Calarese, B.S., M.B.A., Director of Financial Planning

Robin G. Sobieraj, B.S., Senior Budget Analyst

Carol J. Traggis, A.S., B.G.S., Senior Assistant to the Senior Administrator/Insurance Coordinator

Accounting

Amanda B. Mayfield, B.A., Controller

Kameron Bill, B.A., Senior Accountant

Joan Diaz, A.S., Functional/Technical Specialist

Debra Dupuis, Accounts Payable Specialist

Christopher R. Page, B.S., Financial Analyst/Plant/Grant/Tax

Patricia Palonen, Payroll Assistant

Jacqueline Pick, Payroll Manager

Heidi Sajkowicz, B.S., Senior Accountant

Donna M. Scott, Bursar

Martha J. Starkey-Castro, B.A., Senior Financial Analyst

Office Of Information Services

W. Lee Hisle, B.A., M.S.L.S., Ph.D., Vice President for Information Services and College Librarian

Linda Alexander, B.S., M.S., M.L.S., Reference Librarian (Part-Time)

Karen L. Arremony, A.S., Director of Systems Integration

Emily Aylward, B.A., Interlibrary Loan Supervisor

David Baratko, A.S., Senior Media Services Technician

Brian Bensko, Media Services Technician (Part-Time)

Donald Blevins, B.A., M.A., M.Sc., Ph.D., Computer Lab Supervisor

Mark M. Braunstein, B.A., M.L.S., Visual Resources Librarian

Diane Bullock, A.S., Senior Assistant to Senior Administrator

Bruce Carpenter, B.A., M.S., Director of Technical Support

William Constantakos, Systems Administrator

Diane Creede, B.A., M.A., Instructional Designer/Developer

Deb Devona, Circulation Supervisor (Part-Time)

Elizabeth Dowhan, B.A., LTA, CTW/Interlibrary Loan Assistant

Michael Dreimiller, B.S., Help Desk and Training Manager

Ellen Embardo, B.S., M.S., Reference Librarian

Christopher Eyberse, Computer Hardware & Lab Support Technician

David Fontaine, B.S., Senior Programmer Analyst

Stacy Foster, Evening Circulation Supervisor

Joseph Frawley, B.F.A., M.L.S., Technical & Systems Librarian

Frank Fulchiero, B.S., M.A., Digital Media Specialist

Jeffrey Gada, Media Services Technician

Kathy Gehring, B.A., M.L.I.S., Instruction Coordinator and Outreach Librarian

Brenda Gresh, A.S., Information Services Financial Assistant

Melodie A. Hamilton, B.M., M.L.S., Serials and Electronic Research Librarian

Elizabeth H. Hansen, B.S., M.A., M.L.S., Director of Information Resources

Ashley B. Hanson, B.A., M.L.S., Research/Instruction Librarian

Janet Hayes, B.A., Instructional Designer/Developer

Lorraine Huddy, B.S., Collaborative Collection Development Librarian

June S. Ingram, B.A., Assistant in the Music Library

Carolyn A. Johnson, B.A., M.A., M.L.S., Music Librarian

Mary J. Kallio, Computer Support Specialist

Carolyn B. Kent, A.B., M.S., Director Research Support & Instruction

Lori Looney, B.S., LTA, Technical Services Supervisor

W. James MacDonald, A.B., M.L.S., Research and Instruction Librarian

Lorraine McKinney, A.C.P., B.A., Acquisitions Supervisor

Kevin Northcutt, Systems Administrator

Paula Orbe, B.S., Serials Assistant

Thomas Palazzo, B.S., Web Developer

Benjamin Panciera, B.A., M.A., M. L.I.S., Ruth Rusch Sheppe '40, Director of Special Collections & Archives

Jeanne Pasqualini, A.S., Project Office Manager

Benjamin Peck, B.A., M.L.S. Access Services Librarian

Chris E. Penniman, B.S., Director of Instructional Technology

Arthur Potter, Computer Technician

Shantie Rattansingh, B.Sc., M.Sc., Senior Programmer Analyst

Brian Riley, B.S., Web Programmer Analyst

Henry Schaeffer, A.S., B.S., Manager Network/Systems Operations

Laurie Schaeffer, B.S., Web Administrator

Judith Schofield, Switchboard Supervisor

Newell Seal, A.S., M.C.S.E., Computer Lab Support Technician

Nova McConnico Seals, B.S., M.A., M.S.L.S., Librarian for Special Collections and Archives

Ruth Seeley, A.S., Manager of Computer Support Service

Carol P. Strang, B.A., Reserve Supervisor/Circulation Assistant

Jean Swiontek, B.S., Senior Programmer Analyst

Linda Theodoru, B.S., Database Administrator/Server Administrator

Gary Tiller, Senior Computer/NetworkTechnician

Andrew Tillinghast, Senior Web Developer

Theodore Viadella, Database Manager/Server Administrator

Mary Vona, B.A., Senior Programmer Analyst

Amanda Watson, B.A., M.S., Ph.D., Research Instruction Librarian/Special Projects Coordinator

Pam Williams, B.S., M.S., Reference Librarian (Part-Time)

Pauline E. Zimmer, A.S., Programmer Analyst

Beto Zuniga, B.S., Senior Computer Technician

Alumni Association

The Alumni Association of Connecticut College consists of approximately 25,000 alumni as of July 1, 2009 to July 1, 2011. The Connecticut College Alumni Association promotes lifelong relationships between and among its current and future alumni and leads alumni in advancing the interests of Connecticut College. The Alumni Association fosters strong connections with alumni and supports the College's commitment to the liberal arts and the principles of democracy. In pursuing its goals, the Alumni Association:

- Guides the efforts of alumni volunteers' nationwide, working with all members of the college community to support and enhance activities for alumni on and off campus.
- Initiates and conducts programs and activities that serve to connect alumni to each other and to the College.
- Promotes and raises awareness of alumni achievements among alumni, students, faculty and staff.
- Provides educational outreach to all alumni.
- Encourages alumni to support the college through volunteer and financial contributions.

Office of Alumni Relations

Bridget McShane, B.A., Director of Alumni Relations

Elizabeth Kaechele Poole '00, B.A., Associate Director of Alumni Relations

Sarah Fournier, B.A., Assistant Director of Alumni Relations

Ellen Maloney, B.A. Administrative Assistant

Erin Morrissey, B.A. Associate Director of Alumni Relations

Tammy Paul-Gough, Administrative Assistant

Endowed Scholarships

Scholarships are awarded as part of a student's financial aid package and are based on need without any repayment obligation to the student. Scholarships are established through the generous donations of alumni, foundations, and friends, faculty, or administrators whose legacy is carried into perpetuity.

Mary Merriman Abbott Memorial Scholarship
Established in 1915 by the American Association of University Women.

Virginia R. Amburn '50 Scholarship
Established in 2000 by Virginia R. Amburn '05

Louise Stevenson Andersen '41 Scholarship
Established in 1984 in honor of Louise Stevenson Andersen '41, on her retirement as executive director of the Alumni Association Executive Board.

Julia H. Andrews Scholarship
Established in 1945 with a bequest from Caroline Blanchard of Providence in memory of her sister.

Elizabeth Rieley Armington Scholarship
Established in 1996 with a bequest from Elizabeth Armington '31.

Harriet Wadsworth Arnold Scholarship
Established in 1946 by Frederick W. Arnold in memory of his mother.

Bagley-Rheingold Scholarship
Established in 1998 by Joyce Bagley Rheingold '56 and Paul Rheingold.

John and Ellen Baldwin, Ph.D. New York City Scholarship
Established in 1998 by John and Ellen Baldwin, Ph.D. P'01.

Moss and Lydia Baratz Scholarship
Established in 1972 with a bequest from Mrs. Moss Baratz.

Verna Kelly Barke '56 Scholarship
Established in 1999 by Alex Barke Rector in memory of her mother, Verna Kelly Barke '56.

Janet Porter Barnard '29 Scholarship
Established in 1985 by Lawrence Barnard in memory of his wife Janet P. Barnard '29.

Bartlett Family Scholarship
Established in 1999 by Mr. and Mrs. Marshall P. Bartlett P'93 '97.

*Ford W. Bell Scholarship**
Established in 1999 by Dr. and Mrs. Ford W. Bell P'02.

Thistle McKee Bennett '27 Scholarship
Established in 1989 by Thistle McKee Bennett '27.

Maria Benvenuti Memorial Scholarship
Established in 1942 by Frank and Fred Benvenuti in memory of their mother, Maria Benvenuti.

*Berrien Family Scholarship**
Established in 2001 with a gift from James S. Berrien '74.

Marjorie Thayer Bidle '34 Scholarship
Established in 1957 by William S. Bidle Jr. in memory of his wife, Marjorie Thayer Bidle '34.

Frederic Bill Memorial Scholarship
Established in 1921 with a bequest from Frederic Bill.

Bessie Blaskin Scholarship
Established in 1985 with a bequest from Bessie Blaskin.

Ernest and Annelise Bluman Scholarship
Established in 1982 by Marlis Bluman Powell '50 and her husband, Junius Powell Jr. in honor of her parents.

Bolles Scholarship
Established in 1960 with a bequest from Anna P. Bradley.

Faith Bonfoey Scholarship
Established in 1986 with a bequest from Faith Bonfoey.

A. Boone '50 and N. Phillips Boone Scholarship
Established in 1985 by Annis Boone '50.

*Francine J. Bovich '73 Women's Scholarship**
Established in 1985 by Garitt Kono and Francine J. Bovich '73.

Bristol College Club Scholarship
Established in 1915 by the Bristol Connecticut College Club

*Buell-Speirs Memorial Scholarship**
Established in 1996 with a bequest from E. Elizabeth Speirs '29, in memory of Colin S. Buell, a founder and long-time trustee of Connecticut College, and E. Elizabeth Speirs '29.

E. Alverna Burdick Scholarship
Established in 1958 by students, alumni and friends in honor of Dean E. Alverna Burdick.

Mariam F. Butts Scholarship
Established in 1983 with a bequest from Marian Fabrice Butts.

Sarah Ensign Cady Scholarship
Established in 1943 in memory of their principal by the alumnae of the West End Institute, a school for girls in New Haven.

Nancy H. Camp '53 Scholarship
Established in 1986 by Nancy H. Camp '53.

Elizabeth Carse Scholarship
Established in 1959 with a gift from the Elizabeth Carse Foundation.

Iris H. Chandler '48 and Dr. Harold L. Chandler Scholarship
Established in 2000 by Iris H. Chandler '48 in memory of her parents, Julia and William Herbits.

Carol Chaykin '66 Scholarship
Established in 2000 by Carol Chaykin in honor of her 35th Reunion.

Helen C. Chidsey '31 Scholarship
Established in 1988 with a bequest from Helen C. Chidsey '31.

Class of 1929 Scholarship
Established in 1939 with gifts from the Class of 1929.

Class of 1934 Scholarship
Established in 1969 with gifts from the Class of 1934.

Class of 1938 Scholarship
Established in 1988 with gifts from the Class of 1938 in honor of their 50th Reunion.

Class of 1939 Scholarship
Established in 1989 with gifts from the Class of 1939 in honor of their 50th Reunion.

Class of 1940 Scholarship
Established in 1990 with gifts from the Class of 1940 in honor of their 50th Reunion.

Class of 1941 Scholarship
Established in 1993 with gifts from the Class of 1941.

Class of 1945 Scholarship
Established in 1995 by members of the Class of 1945 to honor Dean E. Alverna Burdick.

Class of 1950 Scholarship
Established in 1990 with gifts from members of the Class of 1950 in honor of their 40th Reunion.

Class of 1954 50th Reunion Endowed Scholarship
Established in 2004 with gifts from the Class of 1954 in honor of their 50th Reunion.

Class of 1956 50th Reunion Endowed Scholarship
Established in 2004 with gifts from the Class of 1956 in honor of their 50th Reunion.

Class of 1959 Scholarship
Established in 1969 with a gift from a member of the Class of 1959.

Class of 1960 50th Reunion Scholars Fund
Established by the Class of 1960 in honor of their 50th Reunion in 2010.

Class of 1968 Scholarship
Established in 1968 with gifts from the Class of 1968.

Class of 2004 Endowed Scholarship
Established in 2004 by the Class of 2004 through the Senior Gift Program.

Coast Guard-Connecticut College Scholarship
Established in 1965 by Helen Hingsburg Young '42 to be supported by gifts from graduates of both institutions.

M. Robert Cobbledick Freshman Scholarship
Established in 1969 with gifts from alumni and friends in memory of M. Robert Cobbledick, professor of sociology and director of admissions from 1926 to 1967.

Connecticut College Alumnae Scholarship
Established in 1932 by clubs, classes and individuals.

Connecticut College club of Fairfield Country Scholarship
Established in 1963.

Joan Connell Memorial Scholarship
Established in 1946 by Mr. and Mrs. Arthur Connell in memory of their daughter Joan Connell '46.

Joan Connell Memorial Scholarship
Established in 1967 with a bequest from Arthur J. Connell in memory of their daughter Joan Connell '46.

Esther Barnes Cottrell '19 Scholarship
Established in 1974 with a bequest from Esther B. Cottrell '19.

Joanne Toor Cummings '50 Scholarship
Established in 1970 by Joanne Toor Cummings '50.

*Joanne Toor Cummings '50 Center for International Studies & Liberal Arts Scholarship**
Established in 1997 with a bequest from Joanne Toor Cummings '50.

Jane L. Curtis Scholarship
Established in 1940 with a bequest from Jane L. Curtis.

Dad's Scholarship
Established in 1938 by fathers of students.

Barbara Dane Scholarship
Established in 1969 by Walter A. Dane in memory of his daughter, Barbara Dane '32.

Elisabeth Bowden Day '42 Scholarship
Established in 1984 by Mr. and Mrs. Richard Day Jr.

Barbara Snow Delaney '44 Scholarship
Established in 2000 by Barbara Snow Delaney '44.

Virginia Deuel '37 Scholarship
Established in 1992 by Virginia Deuel '37.

Elsie Van Dyck DeWitt Scholarship
Established in 2006 with a bequest from the Estate of Elsie Van Dyck DeWitt.

*Helen Hood Diefendorf '26 Scholarhip**
Established in 1995 by Gretchen Diefendorf Smith '58 in memory of her mother, Helen Hood Diefendorf '26.

Katherine W. Doerr '40 Scholarship
Established in 2001 with a bequest from Henry Doerr and gifts from each of his five children in memory of Katherine W. Doerr '44, wife and mother.

Phyllis Doolittle '34 Scholarship
Established in 2001 with a bequest from Phyllis E. Doolittle '34.

Peggotty Namm Doran '58 Endowed Scholarship
Established in 2002 with a gift from James Doran in memory of his wife Peggotty Namm Doran '58.

Marion E. Doro Scholarship
Established in 2000 by Marion E. Doro, Lucy Marsh Haskell '19 Professor Emeritus of Government.

Alice Collins Dunham Mermorial Scholarship
Established in 1938 by Ethel Collins Dunham in memory of her mother.

Dutcher-Coburn Scholarship
Established in 1983 by Thea Dutcher Coburn '41.

Warrine E. Eastburn Scholarship
Established in 1985 with a bequest from Adele E. Loysen in memory of Warrine E. Eastburn, assistant to the president.

*Charles M. Eckert Memorial Scholarship**
Established in 1987 by Susan Eckert Lynch '62 and Ronald Lynch.

Thomas E. Edwards Endowed Scholarship
Established in 1966 by Mrs. Thomas E. Edwards and her daughter Marianne Edwards Stimson '51.

Edgar R. Eisner Scholarship
Established in 1985 by Mr. and Mrs. Edgar R. Eisner P'80.

Elkes Family Scholarship
Established in 1988 by Mr. and Mrs. Terrence Elkes P'85.

David Elliott MBIA Scholarship
Established in 2000 by David Elliott P'95.

Bernard and Eva Ettlinger Scholarship
Established in 1989 with a bequest from Eva Ettlinger.

Frederick and Elizabeth Fielding Scholarship
Established in 1997 by Drusilla Fielding Stemper '32 in memory of the parents of three Connecticut College graduates in the classes of 1932, 1938, and 1942.

Fig Tree Scholarship
Established in 1986 by Jo Ann Hess Morrison '67

Louise Rosenstiel Frank Scholarship
Grant from the Sidney E. Frank Foundation to establish The Louise Rosenstiel Frank Scholarship Fund. The intention of the scholarship fund is to support those students who demonstrate the greatest need and who also meet the criteria for a major in literature or writing.

G. and S Foundation Inc. Scholarship
Established in 1959 by members of the Gilfix and Schwartz families of Middletown, Connecticut.

Judith Krieger Gardner '64 Scholarship
Established in 1997 with a bequest from Judith Krieger Gardner '64 and with gifts from her mother, family and friends.

The Dorothy Benenson and Dorothy Gasner Scholarship
Established in 2008 by Beverley Benenson Gasner '51.

*Claire L. Gaudiani '66 Generation of Scholars**
Established in 2001 with gifts from trustees, former trustees, business associates and special friends of the College.

Claire L. Gaudiani '66 Scholarship
Established in 2001 by Sally Carleton Trippe '52 in honor of President Claire L. Gaudiani '66 in celebration of Sally's 50th Reunion in 2002.

*William H. Gaudiani Scholarship in Honor of Mr. and Mrs. Vincent A. Gaudiani and in Celebration of William's Life**
Established in 1998 by Claire L. Gaudiani '66 and David G. Burnett in honor of Mr. and Mrs. Vincent Gaudiani and in celebration of the life of Claire's brother William.

Alice M. Gay Scholarship
Established in 1936 with a bequest from Miss Alice M. Gay of Hartford, a friend of Mrs. E.V. Mitchell, one of the founders of the College.

Doris Tilden Little and Winifred Tilden Gelinas Scholarship
Established in 1993 by Winifred Tilden Gelinas '41 and her sister, Doris Tilden Little, through a bequest.

Monica Dennis Goldberg '66 Scholarship
Established in 1968 with gifts from her husband, Bernard Goldberg P'91, family and friends in memory of Monica Dennis Goldberg '66.

Samuel A. and Sarah Stern Goldsmith Memorial Scholarship
Established in 1937 by Stanley A. and Victor Goldsmith and Beatrice G. Dreyfus in memory of their parents.

Barbara Rosen Goodkind '55 Scholarship
Established in 1997 by Barbara Rosen Goodkind '55 and her husband, Robert Goodkind.

William Francis Goodlove Scholarship
Established in 2000 by Avis K. Goodlove in memory of her husband, William Francis Goodlove.

The Goodnow Family Scholarship
Established in 2008 by Edward B. Goodnow, parent of Olivia Goodnow'88.

Roger and Harriet Granger Scholarship
Established in 1965 with a bequest from Harriet C.M. Granger.

Agnes T. Graves Scholarship
Established in 1929 with a bequest from Henry C. Weaver in memory of his granddaughter, Agnes T. Graves who was a student of the College.

Hankins Foundation Scholarship
Established in 2000 by Ruth L. Hankins '42

Muriel Hart '47 Scholarship
Established in 1999 by Muriel Hart '47

Hartford Female Seminary Memorial Scholarship
Established in 1916 in honor of Catherine E. Beecher of Hartford, who, in 1827, opened the first institution in Connecticut for the higher education of women. Given by graduates and former students of the Hartford Female Seminary.

Shirley K. Haspel '45 Scholarship
Established in 1998 by Shirley K. Haspel '45

Emma L. Hawkins Scholarship
Established in 1948 with a bequest from Emma L. Hawkins

The Hearst Foundation
Established in 2006 with a grant from the Hearst Foundation, Inc.

James Hillhouse High School Scholarship
Established in 1925 by students and faculty of James Hillhouse High School.

Ruth Gulliver Hodgkins Scholarship
Established in 1978 by Edward Hodgkins in memory of his wife, Ruth Gulliver Hodgkins.

Mary Elisabeth Holmes Memorial Scholarship
Established in 1929 with a bequest from Evelyn Holmes in memory of her sister, Mary Elisabeth Holmes, professor of chemistry from 1917 to 1927.

Carolyn Pfeifer Horchow Scholarship
Established in 1995 by Carolyn Pfeifer Horchow '56.

Louise C. Howe Scholarship
Established in 1986 by Margaret Howe Kitchings and Patricia Howe in honor of their aunt, Louise C. Howe HM '35, who served the College as trustee for 45 years.

Margaret Baylis Hrones '35 Scholarship
Established in 1993 by Dr. John A. Hrones in memory of his wife, Margaret Baylis Hrones '35.

Mary Ann Hubbard Scholarship
Established in 1998 with a bequest from Mary White Hubbard '29.

Janet S. Humphrey '47 Scholarship
Established in 1991 with a bequest from Janet S. Humphrey '47.

Lillia Babbit Hyde Foundation Scholarship
Established in 1966 with a gift from the directors of the Lillia Babbit Hyde Foundation.

A. Elizabeth Ingraham Scholarship
Established in 1955 with a bequest from A. Elizabeth Ingraham.

Mrs. C. Bremner Jackson '30 Scholarship
Established in 1996 with a gift from Jane Bremner Jackson '30.

Gilbert F. Jackson Memorial Scholarship
Established in 1948 with a bequest from Marietta A. Jackson.

Marietta Dimock Jackson Memorial Scholarship
Established in 1948 with a bequest from Marietta. A. Jackson.

Gerard Edward Jensen Scholarship
Established in 2001 with a gift from Oliver O. Jensen in memory of his father Gerard Edward Jensen, who taught English at Connecticut College from 1919 until 1949.

Jessie A. and Frank Jessup Scholarship
Established in 1953 with a bequest from Frank Jessup.

Sally A. Jumper Memorial Scholarship
Established in 2005 with a bequest from Sally A. Jumper '36.

Nancy Keating Memorial Scholarship
Established in 1970 by the Class of 1970 in memory of Nancy Keating '70.

R. Leonard Kemler Scholarship
Established in 2000 by Joan Rosen Kemler '47.

Ruby J. Kennedy Memorial Scholarship
Established in 1972 in memory of Ruby Jo Reeves Kennedy, professor of sociology.

Joan King Memorial Fund for Study Abroad
Established in 1994 in memory of Joan King, faculty member and associate dean, by her sisterPaula Gorman, her husband John Gorman MAT '68, faculty, family and friends.

John S. King Memorial Travel Scholarship
Established in 1996 with gifts from faculty of the German Department, family, friends and students in memory of Professor John S. King.

Zoe Klein '99 Endowed Scholarship
Established in 1999 with a gift from Zoe Klein '99.

C.R. Klewin Scholarship
Established in 1997 by Charles R. Klewin P'98'99.

Klingenstein Scholarship
Established in 1999 with a gift from Jean A. Lingestein '64.

Florence McConnell Knudsen '38 Scholarship
Established in 1996 in memory of Florence McConnell Knudsen '38 by her husband, Semon E. Knudsen, her family, classmates and friends.

Jordan H, Kocian '98 Scholarship
Established in 1998 in memory of Jordan H. Kocian '98 by his parents Craig and Lois Kocian, his brother Aaron Kocian '01, his family and friends.

*Barbara Shattuck Kohn '72 Endowed Scholarship**
Established in 2009 by Jean C. Tempel '65 in honor of Barbara Shattuck Kohn '72

Patricia '64 and John Koskinen Scholarship
Established in 1990 by Patricia '64 and John Koskinen.

Janice Simone Ladley '56 Scholarship
Established in 1986 by Janice S. Ladley '56.

Jean Thomas Lambert Foundation Scholarship
Established in 2002 with a gift from the Jean Thomas Lambert Foundation.

M. Elizabeth Lee Scholarship
Established in 1980 with a bequest from M. Elizabeth Lee '26.

David D. Leib Memorial Scholarship
Established in 1941 by alumnae, faculty and friends in memory of David D. Leib, distinguished member of the faculty from 1916 to 1941.

José Liomén Scholarship
Established in 1973 by friends and admirers of José Limón.

William G. Louis-Dreyfus Scholarship
Established in 1988 by Mr. and Mrs. W.G. Louis-Dreyfus P'91.

Cora L. Lutz '27 Scholarship
Established in 1988 with a bequest from Cora E. Lutz '27.

*Ronald Patrick Lynch Scholarship**
Established in 1999 by Susan Eckert Lynch '62 in memory of her husband.

Ier Jay Manwaring Scholarship
Established in 1959 with a bequest from Ier Jay Manwaring.

Elsa Deckelman Matthews '25 Scholarship
Established in 1997 with a bequest from Elsa Deckelman Matthews '25.

Annie W. Matthies Scholarship
Established in 1940 with a bequest from Mrs. George Matthies.

Helen Fricke Mathieson Scholarship
Established in 1999 by Margaret M. Conover, Andrew F. Mathieson and Peter F. Mathieson in honor of their mother Helen Mathieson '52, a trustee of the College, to celebrate her great love and dedication to the College and to honor her commitment to the Goodwin-Niering Center for the Environment.

Elizabeth Hood McAfoose '60 Scholarship
Established in 1995 by Elizabeth Hood McAfoose '60.

Mary and Bertha McClymonds Scholarship
Established in 1937 with a bequest from Bertha B. McClymonds.

A. Parks McCombs Endowed Scholarship
Established in 1999 with a bequest from Dr. A. Parks McCombs '25.

Julia K. McGovern Scholarship
Established in 1962 with a bequest from Julia K. McGovern.

*Francis McGuire Scholarship**
Established in 1984 in memory of Francis McGuire by his wife, Helen McGuire, his children and their families, including his daughter Elizabeth Enders '62 (a former trustee of the College), and friends.

Andrea Hintlian Mendell Scholarship
Established in 1997 by Andrea Hintlian Mendell '68.

*Sue and Eugene Mercy, Jr. Scholarship**
Established in 1997 by Sue Bernstein Mercy '63 and Eugene Mercy Jr. P'91.

*Frank A. and Judith Mapes Metz '61 Scholarship**
Established in 1999 by Judith Mapes Metz '61 and Frank A. Metz.

Michigan Alumni Scholarship
Established in 1966 by Connecticut College Club of Birmingham.

Jocelyn H. Mickle '53 and Anne R. Mickle '89 Scholarship
Established in 1998 by Jocelyn Haven Mickle '53.

Middletown College Club Scholarship
Established in 1938 by the Middletown College Club.

*Anne Rogers Minor Scholarship**
Established in 1929 in honor of Anne Rogers Minor, trustee of Connecticut College 1925–1928, by the Connecticut chapters of the Daughters of the American Revolution.

Josephine Lincoln Morris '31 Scholarship
Established in 1981 by Josephine Lincoln Morris '31.

*Jo Ann Hess Morrison '67 Scholarship**
Established in 2004 with gifts from Joan Redmund Platt '67 and members of the Class of 1967 in memory of their classmate, Jo Ann Hess Morrison '67.

Sarah B. Morse Dance Scholarship
Established in 1998 in memory of Sarah B. Morse with gifts from family and friends.

Paul N. Myers Jr. Foundation Scholarship
Established in 1981 by Genevieve Myers P'55'57 GP'83'84'87 through the Paul N. Myers Jr. Foundation.

Caroline Louise Nagel Scholarship
Established in 1922 by Mrs. Caroline Nagel and her son, John G. Nagel.

Susan Paull Neff '69 Scholarship
Established in 1987 in memory of Susan Paull Neff '69 by family and friends.

Catherine Mabel King Nelson '22 and Ruth King Nelson Theron '50 Memorial Scholarship
Established in 2001 with a bequest from Mabel King Nelson '22 and named in her memory and in memory of her daughter, Ruth King Nelson Theron '50.

Edith T. Newcomb Scholarship for New England Students
Established in 1977 with a bequest from Edith T. Newcomb, a friend of the College.

*Nancy Newcomb '67 and John Hargraves Music Scholarship**
Established in 2001 by Nancy Newcomb '67 and John Hargraves.

New London Young Ladies' High School Association Scholarship
Established by the alumnae of New London Young Ladies' High School in 1932.

New York City Scholarship Challenge
Established in 1993 by a challenge grant from The Louis Calder Foundation.

*Jack Niblack '98 Music Scholarship and Internship**
Established in 1997 by John and Heidi Niblack, relatives and friends in memory of John C. Niblack '98.

Gertrude E. Noyes '25 Scholarship
Established in 1969 by the Connecticut College Clubs and the Ensign-Bickford Foundation in honor of Gertrude Noyes, professor and dean of the College.

Catherine Oakes Scholarship
Established in 2002 with a gift from Sally C. Trippe '52 in memory of Catherine Oakes, Professor Emeritis of English.

Helen O'Brien '37 Scholarship Fund

Established in 2010 with a gift from Cathy Halstead '69 and Peter Halstead, in honor of his mother, Helen O'Brien '37

Robert P. and Harriet T. Palmer Memorial Scholarship
Established in 1938 by Sarah T. Palmer.

John and Nicasia Parisi Scholarship
Established in 1987 by Dr. Josephine P. Beebe '49, daughter of John and Nicasia Parisi.

Elizabeth Archer Patterson '34 Scholarship
Established in 2005 with a gift from the Archer/Patterson Family foundation in honor of their mother's, Elizabeth Archer Patterson '34, 70th Reunion.

Ward and Mildred Patton Scholarship
Established in 1994 with a bequest from Margaret Patton Hannah '41 in memory of her parents, Ward and Mildred Patton.

Pfohman Memorial Scholarship
Established in 1966 in memory of Juliana Sanders Pfohman '37 by her husband Robert J. Pfohman.

Carl and Lily Pforzheimer Memorial Scholarships
Established in 1969 by Jill B. Long '56 in honor of her grandparents through a grant from the Carl and Lily Pforzheimer Foundation Inc.

Mary Meade Phelan Memorial Scholarship
Established in 1926 in memory of his wife by James J. Phelan, whose daughter, Caroline, was a member of the Class of 1927.

Pitney Bowes Scholarship
Established in 1985 with a gift from Pitney Bowes Corporation.

Mettie B. Platt Scholarship
Established in 1957 with a bequest from Mettie B. Platt.

*Redmund Platt Scholarship**
Established in 2002 with a gift from Lewis E. and Joan Redmond Platt '67.

Ruth Hauser Potdevin '49 Scholarship
Established in 1986 in memory of Ruth Hauser Potdevin '49 by her husband, Robert Potdevin, and others.

Katharine Powers Scholarship
Established in honor of Katharine Powers by her husband, Ralph A. Powers in 1958.

Dorothy M. Pryde Scholarship
Established in 1977 with a gift from Dorothy M. Pryde through the Community Foundation for Greater New Haven.

William H. Putnam Scholarship
Established in 1959 in memory of William H. Putnam, president of the Board of Trustees in the 1940s.

Charlotte Pyle '54 Scholarship
Established in 1953 by Mr. and Mrs. Cyrus Pyle in memory of Charlotte Pyle '54.

Alice Sawtelle Randall Scholarship
Established in 1915 by the Connecticut College Club of Hartford.

Ray and Ray Scholarship
Established in 1968 with a bequest from Katherine G. Ray.

Reader's Digest Foundation Scholarship
Established in 1966 with a gift from the Reader's Digest Foundation.

*Cynthia and Jack Rehm Private Foundation Scholarship**
Established in 2000 with a gift from the Jack and Cynthia Rehm Private Foundation.

Kate L. Richardson Scholarship
Established in 1948 with a bequest from Kate L. Richardson.

Rivera Price Foundation Endowed Scholarship
Established in 2008 with a gift from Michael Rivera '75 and Tom Price.

Ruth Barr Robb '37 Scholarship
Established in 1989 in memory of Ruth Barr Robb '37 by family, classmates and friends.

Marinda C. Butler Robinson Scholarship
Established in 1929 with a bequest from Mrs. Rienzi Robinson of Danielson, Connecticut, one of the most active members of the Windham House Association.

Hattie Goldman Rosoff '21 and Abraham Rosoff Scholarship
Established in 1995 by Gladys R. Catterton and Chester B. Rosoff in memory of their parents, Hattie Goldman Rosoff '21 and Abraham Rosoff.

Helen Winslow Rountree '27 Scholarship
Established in 2003 with a gift annuity from Helen Tatum Rountree '27.

Marion E. Sanford '24 Scholarship
Established in 2001 with a bequest from Marion E. Sanford '24 in memory of her mother Emily A. Sanford.

Satti Scholarship
Established in 1943 by Dorothy and C. John Satti of New London.

Henriette Newfield Savin '48 Scholarship
Established in 1998 in memory of Henriette Newfield Savin '48 by her daughter, Blanche Savin Goldenberg.

Sarah Emily Brown Schoenhut Scholarship
Established in 2000 with a bequest from Sarah Emily Brown Schoenhut '28.

David Schwartz Scholarship
Established in 1986 by Lois Schwartz Zenkel '58 in memory of her father.

Ruth Wells Sears '23 Scholarship
Established in 1976 by Ruth Well Sears '23.

*Joan Gilbert Segall '57 and Helene Zimmer-Loew '57 Scholarship**
Established in 2005 by classmates Joan Gilbert Segall '57 and Helene Zimmer-Loew '57.

George and Shakae Shahinian Scholarship
Established in 1997 with a gift from Sandra Shahinian Leitner '74 and James Leitner to honor her parents, Geroge and Shakae Shahinian.

Mary E. Shea Scholarship
Established in 1942 with a bequest from Mary E. Shea.

Ann C. Sheldon '72 Scholarship
Established in 1985 by Mr. and Mrs. F, David Sheldon in memory of their daughter, Ann C. Sheldon '72.

Ruth R. Sheppe '40 Scholarship
Established in 2006 with a generous bequest from Ruth Rusch Sheppe '40.

*Mary Ann Garvin Siegel '66, Emily Hughes Siegel '92 and Margaret Shafer Siegel '97 Scholarship**
Established in 1997 with a gift from Mary Ann G. Siegel '66 (a former trustee of the College).

Virginia B. Slaughter '48 Scholarship
Established in 2003 with a gift from the Horace W. Goldsmith Foundation in honor of Virginia Slaughter '48.

Cynthia White Smith '57 Scholarship
Established in 2000 by Paul White P'57 in honor of his daughter Cynthia White Smith '57.

Helen Reynolds Smyth '29 Scholarship
Established in 1984 by her husband Murray O. Smyth and daughters, Barbara and Sally, in memory of Helen Reynolds Smyth '29.

The Elsa Allyn Soderberg '67 Endowed Scholarship
Established in 2008 by a gift from Elsa Allyn Soderberg '67.

Clayton E. and Helen Frey Sorensen Scholarship
Established in 2000 with a bequest from Clayton E. and Helen Frey Sorensen '34.

Annie C. Spicer Scholarship
Established in 1943 with a bequest from Annie C. Spicer.

William I. Spicer Scholarship
Established in 1950 with a bequest from William I. Spicer.

Patricia Roth Squire '51 Scholarship
Established in 1986 by David Squire in honor of his wife, Patricia.

Elizabeth Gordon Staelin '28 Scholarship
Established in 1998 by Elizabeth Gordon Staelin '28.

*Albert and Frederick Strauss Scholarship**
Established in 1979 with a bequest from Anna Lord Strauss, a trustee of the College for 32 years.

Clara Louise Migeon Swayze Scholarship
Established in 1943 with a bequest from Virginie Swift in memory of her sister.

Mary Hammond Taylor Scholarship
Established in 1983 by the Boston Globe Foundation and Mr. and Mrs. William O. Taylor P'84 in memory of his mother.

Carole Lebert '65 and Frederick B. Taylor Scholarship
Established in 1999 by Carole Lebert Taylor '65 and Frederick B. Taylor.

Edna S. Thistle '26 and Marjorie E. Smith '22 Scholarship
Established in 2001 with a bequest from Edna Smith Thistle '26 in memory of herself and her sister, Marjorie E. Smith '22.

Gertrude Traurig '22 Scholarship
Established in 1981 with gifts from Gertrude Traurig '22.

Mildred Seeley Trotman '23 and Laura Seeley Capling Scholarship
Established in 2000 by Pricilla Trotman Lance in honor of her mother, Mildred Seeley Trotman '23 and her aunt, Laura Seeley Capling.

*Unity Alumni Council Scholarship**
Established in 2001 by Jerrod Carrington '75 and his wife, Anke Konig.

Ernestine Vincent Venner '30 Scholarship
Established in 1998 by Ernestine Vincent Venner '30.

Emily D. Vogel '34 Scholarship
Established in 2007 with a bequest from Emily Daggy Vogel '34.

Susan Wagner Child Development Scholarship
Established in 1997 by Susan Wagner '80.

Alex Walsh '04 Memorial Scholarship
Established in 2007 with a gift from Christopher Walsh in memory of his son Alex, who was admitted to the Class of 2004.

Dorothy M. Weber Scholarship
Established in 1955 by Mr. and Mrs. Frank A. Weber in memory of their daughter, Dorothy M. Weber '50.

Katharine Weed '23 Scholarship
Established in 1994 with a bequest from Katharine L. Weed '23.

*Paul M. and Harriet L. Weissman New York City Scholarship**
Established in 1996 with gifts from Paul M. and Harriet L. Weissman P'87.

Roman S. and Tatiana Weller Generations of Distinguished Scholars
Established in 1981 with a bequest from Roman S. Weller.

*Werner-Johnson Scholarship**
Established in 1984 by Ann Werner Johnson ’68.

Wesleyan University Alumnae Scholarship
Established in 1916 by alumnae of Wesleyan University and 1933 bequest from Flora MacLaughlin.

Mildred Weld White ’19 Scholarship
Established in 1977 with a bequest from Mildred Weld White ’19.

Ann Whitney ’71 Scholarship
Established in 1994 in memory of Ann Whitney Messick ’71 by her mother, Elizabeth A. Whitney P’71, family and friends.

Allayne Ernst Wick Scholarship
Established in 1997 in memory of Allayne Ernst Wick ’41 by her husband, Douglas Wick P’70 GP’00 and her daughter Mary Wick Bole ’70.

Austin Douglass Wicke ’79 Memorial Scholarship
Established in 1997 by Lucy Eaton Holcombe ’46 in memory of her nephew Austin Douglas Wicke ’79.

*Frazar B. Wilde Scholarship**
Established in 1977 by Connecticut General Insurance Corporation of Hartford in honor of Frazar B. Wilde, Chairman emeritus and honorary director of the company, who was chairman of the Connecticut College Board of Trustees from 1958 to 1969.

Wilkens Family Scholarship
Established in 1998 by Mr. and Mrs. Frank Wilkens P’95.

Yvonne B. Williams P’59 and Diane Y. Williams ’59 Endowed Scholarship
Established in 2000 with a gift from Diane Y. Williams ’59 and gifts from friends in memory of Diane’s mother Yvonne B. Williams.

Elizabeth Wolcott Williams ’20 Scholarship
Established in 1984 with a bequest from Elizabeth Wolcott Williams ’20.

Williams Memorial Institute Alumnae—BuellMemorial Scholarship
Established in 1936 by students, faculty and alumnae of Williams Memorial Institute.

*Diane Buchanan Wilsey ’65 Scholarship**
Established in 1997 by Diane Buchanan Wilsey ’65 P’91.

Karin Grace Wimberger ’81 Scholarship
Established in 1989 by Dr. and Mrs. Herbert C. Wimberger P’81, family and friends in memory of Karen Grace Wimberger ’81.

Marguerite Whittaker Wishart ’40 Scholarship
Established in 2002 with a gift from Marguerite Whittaker Wishart ’40.

Henry Parks Wright Scholarship
Established in 1949 with a bequest from Alice L. Wright.

Endowed Internships

Internships and research assistantships are opportunities for students to explore an activity or organization or gain further experience in a major field, and can solidify their choice of major, or open new doors to a student who is undecided. These experiences are an exciting complement to a student's academic course of study, and allow them to strengthen their adaptability to new environments, learn new skills, and expand their network. Many of the internships below were established with donations from alumni, foundations, and friends of the College to encourage students to gain practical experience in the workforce while still in a teaching environment. Internships are generally completed during the summer following junior year.

Gertrude Allen '36 and William Dinsmore United States and Europe Student Exchange Program
Internships for students enrolled in the Toor Cummings Center for International Studies and the Liberal Arts to promote understanding and cooperation between the U.S. and Europe, established in 1992 through a trust established by the will of Gertrude Dinsmore.

Phillip T. Barnes Internship
Student research internship in the biological sciences, established in 2000 with a gift from Jordan E. Scott '96 in honor of Professor Phillip T. Barnes.

Miriam Taylor Beadle '22 OVCS Public Relations Internship
Established in 1991 with a bequest from Miriam Taylor Beadle '22 and named in her memory by her daughter Barbara Beadle Renfroe.

John and Anita Fiorillo CISLA Internship
Established in 2005 with a gift from John and Anita Fiorillo P'03 for internships in the *Toor Cummings Center for International Studies and the Liberal Arts* (CISLA).

Lynda Mauriello Franklin '68 Internship
Established in 2003 with a gift from Joseph A. Franklin in memory of his wife, Lynda Mauriello Franklin '68.

Brad '91 and Lisa Freer International Internship Fund
Established in 2009 with a gift from Brad '91 and Lisa Freer to supplement stipends for students awarded international internships.

Helen Kestenman Handelman '54 Endowed Internship
Internships for students enrolled in the Holleran Center for Community Action and Public Policy, established in 1998 by Helen Kestenman '54 in celebration of the 45th Reunion of the Class of 1954.

Genie Dunn Hindall '64 Internship in Memory of Virginia Dunn
Established in 2001 by Genie Dunn Hindall '64 in memory of her mother, Virginia Doran Dunn to provide internships, with preference given to students accepting approved internships in foreign courtries.

*Barbara Blaustein Hirschhorn '50 Summer Internship**
Established in 1995 with a gift from the family of Barbara Blaustein Hirschhorn '50 in recognition of her service on the Connecticut College Board of Trustees. The internship is intended to enhance professional development opportunities for rising seniors.

Jean Thomas Lambert Internship
Established in 2005 with a grant from the Jean Thomas Lambert Foundation for internships in the Goodwin-Niering Center's Certificate Program.

Marion Lowell Jenkins '25 Science Internship
Internships for science students, established in 1991 with the bequest of Marion Lowell Jenkins '25.

Keck Undergraduate Science Program Fund
Established in 1991 with a gift for undergraduate summer research assistant-ships from the W.M. Keck Foundation.

*Barbara Shattuck Kohn '72 Internship for the Goodwin-Niering Center for the Environment**
Internships for students enrolled in the Goodwin-Niering Center for the Environment established in 1999 with a gift from Barbara Shattuck Kohn '72.

Harriet Buescher Lawrence '34 Fund
Established in 1991 with an unrestricted bequest from Harriet Buescher Lawrence '34.

David Bradley Lewis Internship
Internship at Camphill Village USA or other human service agency serving people with mental retardation, established in 2000 with a gift from David K. and Nancy Lewis.

The Margery F. Masinter Endowed Internship
Established in 2004 with a gift from Margery F. Masinter '62 P'88 for internships in museum studies, visual arts programs and activities and theater arts programs and activities which are directly related to curricular and other academic offering of the College in which students awarded such internships are enrolled or similarly engaged.

Margaret King Moore '54 and Thomas R. Moore Yale '54 Endowed Travel Fellowship
Established in 2004 with a gift from Thomas R. Moore (Yale'54, Harvard Law '57) in memory of his wife, Margaret King Moore '54, to encourage and support travel, research and study of a specific region of the world.

Mary Foulke Morrison Internship
American Government internships established in 1980 by the League of Women Voters of New London and Waterford, Connecticut in honor of Mary F. Morrison, former trustee and honorary secretary of the Board of Trustees.

William Niering Endowed Internship
Established in 1997 with gifts from Dr. William A. and Catherine Niering for internships in the Goodwin-Niering Center for the Environment or a related program. Gifts in memory of Dr. William A. Niering, Lucretia L. Allyn professor of Botany, were added to this fund.

Joyce Todd O'Connor '68 CISLA Research Travel Scholarship
Established in 2006 with a gift from Joyce Todd O'Connor '68 for *Toor Cummings Center for International Studies and the Liberal Arts* (CISLA) students to return to the site of their foreign internship to continue research begun during the internship in order to more effectively complete the student's senior project; to attend domestic or international conferences pertinent to the student's research; or to travel to a site where the student may access primary material related to the student's senior project.

*Charles and Ruth Polan Internship**
Internships in health care provision or policy in a research laboratory, medical school, hospital, office providing health care, or a public school of health, established in 2000 by Dr. Mary Lake Polan '65 in honor of her father, who was a physician, and her mother.

Henry B. Plant Memorial Internship
Public service internships established in 1940 with gifts from the wife and family of former trustee of the College Henry B. Plant.

Putnam Family Foundation CISLA Internship Fund
Established in 2007 with a gift from the Putnam Family Foundation for internships in the *Toor Cummings Center for International Studies and the Liberal Arts* (CISLA).

Steven and Pamela Baker Rearden '67 International Travel Fellowship
Established in 2005 with a gift from Pamela Baker Rearden, class of 1967, and her husband Steven L. Rearden, for students conducting independent research or study at a foreign archive or museum, attending a conference or seminar abroad, or pursuing a similar academically-related activity in a foreign country with first preference given to students who have never previously traveled abroad.

Susan J. Rose Research and Travel
This fund is to underwrite student research and travel, student projects that develop leadership and advocacy skills, and/or lectures by speakers who inspire leadership. The advocacy projects could be on campus or off, with awards made by a Gender and Women's Studies committee in consultation with Holleran Center faculty and staff and the donor. The research and travel stipend would support travel anywhere in the world. The lectures would bring speakers to campus to share their experiences dealing with public policy and leadership issues.

Leah S. Rubin '32 Endowed Travel and Research Fund for Judaic Studies
Established in 2009 by Leah S. Rubin '32 to support research and travel of student in Judaic Studies.

*Ellen Lougee Simmons '69 Endowed Internships Fund for the HolleranCenter for Community Action and Public Policy**
Internships for students enrolled in the Holleran Center for Community Action and Public Policy, established in 1998 with a gift from Ellen Lougee Simmons '69.

Snow-Delaney '44 CISLA Travel Research Award
Established in 2006 with a gift from Barbara Snow Delaney '44 for *Toor Cummings Center for International Studies and the Liberal Arts* (CISLA) students to return to the site of their internship to continue research and effectively complete their senior research project; to attend a domestic or international conference related to their research; or travel to a site where they can access primary material related to their senior research project.

Craig '84 and Bente '86 Starble International Internship
Established in 2009 with a gift from Craig '84 and Bente '86 Starble, to support students on international internships.

Harold O. Toor Endowed Internship
Internships for students enrolled in the Toor Cummings Center for International Studies and the Liberal Arts established in 1991 with a bequest from Harold Toor and memorial gifts.

The Melissa Vail and Norman Selby Internship
Established in 2007 by the parents of Thomas Vail Selby'08.

Bernice M. Wheeler Science Internship
Established by an anonymous donor in 1990 in honor of Bernice M. Wheeler '37, professor emeritus of zoology.

Endowed Professorships

Connecticut College is dedicated to supporting the members of our faculty by continuing to increase resources in order to sustain their creative, scholarly, and pedagogical work. Critical to the ability of Connecticut College to attract the best students is the need to attract and retain the highest quality faculty members, and in order to accomplish this we must commit to offering competitive compensation for faculty at all levels. In addition, we must maintain our commitment to funding for research-related projects, professional development and sabbatical leave. Professorships have been established by generous alumni, emeriti faculty, foundations, reunion classes, and friends of the College to ensure continuity and intellectual growth for students and faculty at Connecticut College.

Lucretia L. Allyn Professorship
Established in 1931 in memory of the daughter-in-law of the late Captain Lyman Allyn of New London.

Oakes Ames Professorship in Physics
Established in 1994 with a grant from the Sherman Fairchild Foundation, Inc. and named in honor of the emeritus president of the college who is a physicist by training.

*Judith Ammerman '60 Directorship**
Established in 1996 by Trustee Judith Ammerman, who was a mathematics major at Connecticut College, did graduate work in the field and taught mathematics.

Brigida Pacchiani Ardenghi Professorship
Established in 1953 in memory of Mrs. Ardenghi by her daughter-in-law.

Charles and Sarah P. Becker '27 Arboretum Directorship
Established in 1998 with a bequest from Sarah P. Becker '27.

Charles and Sarah P. Becker '27 Professorship in Botany
Established in 1999 with a bequest from Sarah P. Becker '27.

Martha Bennett '73 Assistant/Associate Professorship in Child Development
Established in 1999 in the Department of Human Development by Martha MacMillan Bennett '73.

Jacob and Hilda Blaustein Assistant/Associate Professorship in the Humanities
Established in 1985 with a grant from the Jacob and Hilda Blaustein Foundation and a challenge grant from the National Endowment for the Humanities.

Katharine Blunt Professorship
Established by the Board of Trustees in May 1955 from unallocated endowment funds and named for Katharine Blunt, who served as third president of the College from 1929 until 1943.

Katherine Wenk Christoffers '45 Athletic Directorship
Established in 1998 with a gift from Katherine Wenk Christoffers '45.

*Chu-Niblack Curator and Professor of Asian Art**
Established in 2005 with a gift from John F. Niblack P'98 in honor of Charles J. Chu, emeritus professor of Chinese.

Class of 1943 Professorship
Established in 1993 with 50th Reunion gifts and bequest funds.

Visiting Faculty in Contemporary Art
Established in 2007 with a gift from Robin Wright '78 P'08.

*Joanne Toor Cummings '50Fund for Professorships**
Established in 2000 with a bequest from Joanne Toor Cummings '50. Two professorships are awarded.

*Dayton Professorship in the Arts**
Established in 1998 with gifts from Duncan N. Dayton '81 and Judson M. Dayton '80 in honor of their parents Judith '49 and Kenneth Dayton.

Elizabeth H. Faulk Professorship in Psychology
Established in 2011 with a gift from the estate of Dr. Elizabeth Hammond Faulk '47.

*Barbara Hogate Ferrin '43 Economics Professorship**
Established in 1995 with a gift from Barbara Hogate Ferrin '43, a former trustee, who studied economics at Connecticut College.

Fuller-Maathai Professorship in Gender and Women's Studies
Established in 1997 with a gift from Cynthia Fuller Davis '66.

Hanna Hafkesbrink Endowed Professorship
Established in 1993 and was named for the late Professor of German, Hanna Hafkesbrink, who taught at the College from 1933 until 1967.

Karla Heurich Harrison '28 Directorship of the Goodwin-Niering Center for the Environment
Established in 2005 with a gift from Karla Heurich Harrison '28.

Lucy Marsh Haskell '19 Professorship
Made possible through a bequest from Lucy Marsh Haskell '19 and was established by the Board of Trustees in 1982.

Lenore Tingle Howard '42 Assistant/Associate Professorship
Established in 1996 with a gift from the Leonard Tingle Foundation.

Margaret W. Kelly Professorship
Established in 1973 with a bequest from Margaret Kelly, a professor of chemistry who taught at the College from 1932 until her retirement in 1952.

*Barbara Zaccheo Kohn '72 Professorship**
Established in 2004 with a gift from Barbara Zaccheo Shattuck Kohn '72.

*Elizabeth S. Kruidenier '48 Professorship in Foreign Languages and Literatures**
Created in 1997 with a challenge grant from the National Endowment for the Humanities that was matched by Emeritus Trustee Elizabeth. S. Kruidenier '48.

*Susan Eckert Lynch '62 Professorship**
Established in 1995 with a gift from Emeritus Trustee Susan Eckert Lynch '62.

John D. MacArthur Assistant/Associate Professorship
Funded through a grant from the John D. and Catherine T. MacArthur Foundation in 1982.

Charles J. MacCurdy Professorship in American Studies
Established in 1948 with bequests from Evelyn MacCurdy Sailsbury and George Grant MacCurdy in memory of Charles J. MacCurdy.

*Sylvia Pasternack Marx Professorship in Music**
Established in 1998 with a gift from Sylvia Pasternack Marx '57.

Lucy C. McDannel '22 Professorship
Established in 1991 through a bequest from Lucy C. McDannel '22 who earned a B.A. in economics and an M.A. in art history at the College.

*Sue and Eugene Mercy Jr. Assistant/Associate Professorship**
Established in 1994 with a gift from Trustee Sue. B. Mercy '63 and her husband, Eugene.

William Meredith Assistant/Associate Professorship
Named in honor of William Meredith, emeritus professor of English, who taught at the College from 1955 to 1983. It was established in 1991 with gifts from the Horace W. Goldsmith Foundation and other donors.

*George and Carol Milne Assistant/Associate Professorship in Life Science**
Established in 2000 with a gift from Carol and George M. Milne Jr. P'99.

Rosemary Park Fellowship
Established in 1962 to honor Rosemary Park, president of the College from 1947 to 1962.

Henry B. Plant Professorship
Established in 1962, is named in honor of Henry B. Plant, a former trustee of the College, the son of Morton F. Plant, generous benefactor and friend of the College in its early days and first chairman of the Board of Trustees.

May Buckley Sadowski '19 Professorship
Established in 1993, funded by a trust established by the will of May Buckley Sadowski '19.

Ruth R. Sheppe '40 Special Collections Librarian
Established in 2006 with a generous bequest from Ruth Rusch Sheppe '40.

Vandana Shiva Assistant Professorship
Established in 2006 with a gift from Cynthia Fuller Davis '66.

*Jean C. Tempel Assistant/Associate Professorship in Computer Science**
Established in 1999 with a gift from Jean Curtin Tempel '65.

*Jean C. Tempel, '65 Professorships in Botany and Zoology**
Established with gifts from Jean Curtin Tempel '65 in 2000. These two professorships are awarded in the physical and biological sciences.

Hans and Ella McCollum '21 Vahlteich Professorships in Organic Chemistry
Established in 1990 with a bequest from Ella McCollum Vahlteich '21.

*Virginia Eason Weinmann '51 Professorship in International Studies**
Established in 1999 with a gift from John G. and Virginia Eason Weinmann '51.

Roman S. and Tatiana Weller Professorship
Established in 1993.

Elie Wiesel Professorship in Judaic Studies
Established in 1990 with a gift from Jo Ann Hess Morrison '67, is named in honor of Nobel laureate, author and international human rights advocate Elie Wiesel.

P = Parent of CC student or alumni/us H = Honorary Degree M = Master's Degree
* = Trustee/Former Trustee Donor

Website

The information in this publication was complete and accurate at the time of printing. However, the College must reserve the right to make changes in its course offerings, degree requirements, regulations, procedures and charges. This catalog is also published electronically on the World Wide Web. You may access it through the College homepage at http://www.conncoll.edu/academics/index.htm.

Revisions and updates will be made periodically in the electronic version during the one-year life of this catalog.

Connecticut College Nondiscrimination Statement

Connecticut College is committed to the goal of achieving equal opportunity for all and, accordingly, does not discriminate on the basis of race; color; sex; sexual orientation; gender identity, expression and characteristics; age, religion, national or ethnic origin, visible or invisible disability; or status as a disabled veteran or veteran of the Vietnam era. The College complies with federal and state legislation and regulations regarding nondiscrimination. This policy applies to faculty and staff, applicants for faculty and staff positions, students and applicants for educational programs and activities. Inquiries concerning this policy should be addressed to: Affirmative Action Officer, Fanning Hall, Connecticut College, 270 Mohegan Avenue, New London, CT 06320-4196.

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