



First Things First

A GUIDE TO THE KENYON CURRICULUM
FOR FIRST-YEAR STUDENTS, 2013-14



How do I know what courses I can take in my first year at Kenyon?

Who can help me decide what I *should* take?

Does Kenyon have general education requirements?

How do I sign up for courses?

How do my AP scores count?

What's the grading system?

When do I have to choose a major?

Start here!

As you prepare to come to Kenyon, you certainly have questions about the curriculum. This book will answer those questions and many more. Our goal is to give you a brief introduction to Kenyon’s academic program, so that you’ll know how to get started and what lies ahead.

THIS BOOK COVERS:

- Procedures to follow in **planning your schedule**—including what you should do before you arrive on campus in August.
- The **advising system**—including how you can best work with your faculty advisor.
- The **curriculum**—including departments, interdisciplinary programs, majors, requirements, and how they all fit together.
- **Courses** within each department that are recommended for first-year students.
- Academic **rules and regulations**.
- **Resources**—where to find more information, and where to find people who can answer your questions.

Two words about the academic culture of Kenyon: Serious. Supportive. Professors will push you and challenge you. They will expect you to take your responsibilities as seriously as they take theirs. At the same time, they will work with you and answer your questions.

And two words of advice: (1) Read this book before you come to campus, and consult it during Orientation. (2) Ask questions. Kenyon is actually a pretty easy place to navigate, but that doesn’t mean you’ll know how to do everything right away. People here are friendly. If you have a question, ask.

For more information

This book covers the basics. You can find more detailed information on the College Web site, www.kenyon.edu. Two parts of the site provide comprehensive information on academic programs, procedures, and regulations: the Office of the Registrar (registrar.kenyon.edu) and the *Course Catalog* (catalog.kenyon.edu).

In addition, starting in early July you will be able to find detailed information about the Orientation Program on the Web, at www.kenyon.edu/orientation.

For a list of other helpful resources, see the section in this book called “Resources,” page 94.



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Your First Steps

BEFORE YOU COME TO CAMPUS

Before you arrive at Kenyon in August, you should do the following:

- Send us all Advanced Placement test scores and any other records that might have a bearing on college-level credit or course placement. For example: International Baccalaureate transcript, or transcripts from college-level summer programs or post-secondary programs. If we have these documents by August 1, the information will be available for your advisor and will be posted to your record before you arrive on campus. Send these materials to: **Office of the Registrar, Kenyon College, Edwards House, 100 Gaskin Avenue, Gambier, OH 43022.**
- Read this book and explore Kenyon's Web site (www.kenyon.edu) to familiarize yourself with our academic departments, interdisciplinary programs, and other academic opportunities.
- Think about courses you might want to take and programs that interest you. You *do not* have to make any decisions yet, and you *certainly do not* have to start worrying about choosing a major. (That comes much later.) But you'll find it useful to have some idea of what courses you might want to take.
- **Get to know the Searchable Schedule on the Registrar's Office Web page.** Your advisor would like you to "bookmark" courses you are interested in. Why? This will start the conversation about course selection and help your advisor know more about your interests.

- At the same time, keep an open mind. During Orientation, you'll probably discover possibilities for courses that never occurred to you. It's *not* a good idea to arrive on campus with your mind already made up about your course schedule. Yes, you will need to fulfill requirements. But give yourself the freedom to explore, try new things, and challenge yourself.
- Note any questions you have. You will find space to write notes or questions at the end of this section, on page 31. **Bring this book with you to Kenyon**, and refer to those questions when you meet your advisor.

ORIENTATION

Kenyon's five-day Orientation Program takes place on August 24-28, just before classes begin. Orientation covers a wide range of issues related to life at Kenyon, but a central goal of the program is to give you information and guidance as you choose your courses and think about your academic goals.

- You will meet your upperclass counselor (UCC), a Kenyon student who works closely with your faculty advisor. The UCC will help explain academic programs, requirements, the advising system, and registration procedures. He or she will offer some tips and advice—and of course answer your questions.
- You will meet in an informal, get-to-know-you session with your faculty advisor—the professor who will later work closely with you on choosing courses.

- You will probably take one or more placement tests (in areas such as foreign languages and mathematics).
- You will attend the Academic Fair, where professors representing all of the College's departments and programs gather to provide information and answer questions.
- You will meet again with your faculty advisor, this time to formally discuss your academic interests along with questions you may have about creating the right schedule for you.

By early July, you will be able to find detailed information about the Orientation Program, including all placement tests, at www.kenyon.edu/orientation.

WORKING WITH YOUR FACULTY ADVISOR

The best way to get a good start at Kenyon is to work effectively with your faculty advisor. Advising doesn't mean that you sit back passively and "get advice." On the contrary, you play an active role—by preparing for meetings in advance, coming with ideas and questions, and setting up additional meetings if you need help. Indeed, in many ways you play the *leading* role in the advising relationship. After all, it's your education.

You are required to meet with your faculty advisor during Orientation, and you are required to get your advisor's signature if you drop courses or change your course schedule. But the relationship should go well beyond formalities. Your faculty advisor will help you design your entire academic program. He or she will work with you as you think about and eventually choose a major, as you contemplate opportunities like study abroad, and even as you ponder your postgraduate plans.

Take the initiative to get to know your faculty advisor. And fulfill your responsibilities in the advising relationship. Those responsibilities include:

- Familiarizing yourself with Kenyon's academic programs, requirements, rules, and regulations.
- Making appointments with your advisor when you have questions to discuss. (Don't just "drop in.")
- Preparing for meetings with your advisor.
- Thinking seriously about courses you might want to take *before* meeting with your advisor.

A Note to New Students from the Dean for Academic Advising and Support

The Kenyon curriculum affords you great freedom of choice in planning your course of study. We assume that a formal program of liberal education will occupy you throughout four years of full-time study, but how that program may best be organized is left for you and your faculty advisor to determine. We believe that no single set of courses or uniform plan of study can suit all students, even for the first year.

Although it is a good idea, prior to arriving on campus, to begin making a list of courses in which you might like to enroll your first year, make it a long list and consider it a tentative one. During Orientation, you will learn about our academic departments, programs, and courses. You will also have ample opportunities to find out about particular courses, the proper level at which to begin, or your Advanced Placement test scores and credits. Your faculty advisor and your upperclass counselor will be a big help to you as you choose your schedule of courses during Orientation.

The natural tendency is to enroll in disciplines that are possible majors, and this is quite common. Your first year, however, is a good time to explore areas where you have had little or no previous experience. We encourage you to do so. Many upperclass students will tell you that they had no notion of their present major until they discovered it by sampling unfamiliar disciplines.

I'm sure that many of you are interested in preparing for professions such as business, law, medicine, or teaching. Fundamentally, we are a college of the liberal arts, and thus we have no major programs expressly for these professional areas. Moreover, as the success of our graduates in the professions will attest, professional schools do not require or even encourage such programs for undergraduates. Primarily, they are looking for bright, well-educated, articulate men and women. You will have an opportunity during Orientation and throughout your time at Kenyon to discuss your professional goals with individuals who are knowledgeable and experienced and able to guide you in the appropriate selection of prerequisite courses for respective graduate programs.

Please note that some students spend their entire four years at Kenyon working with just one faculty advisor. Many students, however, will work with their initial advisor for three or four semesters and change to another when they declare their major course of study. Still others may choose to work with five or six

advisors by the time they graduate. I do not advocate that you change advisors more than necessary, but you should know that if, after you have settled in for a few weeks, you find someone with whom you would rather work, you are welcome to come and discuss a change of advisor.

One last note about your faculty advisor: Any time you are enrolling for courses or changing your enrollments, you will do so on a form that will require the “approval” of your faculty advisor. Here, “approval” is not meant in the usual sense of the word. Your advisor’s signature does not necessarily indicate that he or she agrees; it indicates that the two of you have discussed the matter and together have considered all aspects of the issue. You will make your decisions.

If you have any questions about Kenyon’s academic program or the advising process, please do not hesitate to contact me, the Office of the Registrar, the Office of the Provost, or a faculty member. We look forward to working with you.

Hoi Ning Ngai

Dean for Academic Advising and Support

Students reflect on the advising process

“Good advice my advisor gave me: **try to keep an open mind** about classes freshman year; even if you think you know what you want to major in, one class could change that.”

“My advisor laid out two routes: take exactly what you’re interested in, or take your requirements first. I chose to do a combination. But if she hadn’t mentioned that first route, I would have stuck strictly to requirements, and then I wouldn’t have **discovered some new passions.**”

“My advisor encouraged me to take classes in three areas of academic interest that I had before I came to Kenyon, and a fourth class in an area about which I knew very little. That fourth class **led to my minor** in sociology.”

“I came in with a definite idea about a major. My advisor pushed me to **explore a variety of classes** that interested me. I’m happy he did that, because I ended up declaring a totally different major. I’m also glad he made tea a lot, because I was usually a mess during the first semester.”

Academic Requirements: An Overview of Degree Requirements

You must meet the following requirements in order to earn a Kenyon degree.

MAJOR

You must complete a major, including the Senior Exercise for that major. You must earn a minimum GPA of 2.0 in the major discipline.

CREDITS

You must earn 16 Kenyon units of credit. (This is equivalent to 128 semester-hours, or 192 quarter-hours.) Of these, at least 8 units must be earned at Kenyon on a letter-grade basis. Note: Typically, a semester-long course at Kenyon carries .5 unit.

Sweat the details

On these pages we've given just a brief overview of the requirements. Make sure to go online to get more details—for example, on whether you can count credits earned at summer school, how cross-listed courses may meet distribution requirements, and how the second-language and QR requirements work.

ENROLLMENT AND RESIDENCY

You must be enrolled, full-time, for eight semesters. At least four of these semesters, including your senior year, must be completed on the Kenyon campus.

SEMESTER ENROLLMENT REQUIREMENTS

You must enroll in at least 4 units of credit each academic year. Normally, students register for 2 units each semester. For details, see the enrollment standards section of the *Course Catalog* at catalog.kenyon.edu.

GRADE POINT AVERAGE

In order to graduate, you must earn an overall grade point average of at least 2.00. In letter-grade terms, that's a C.

BALANCE IN COURSEWORK: CREDITS OUTSIDE THE MAJOR

You must earn 9 or more units outside of your major department.

DIVERSIFICATION

You must take 1 unit in at least one department in each of the four academic divisions of the College (Fine Arts, Humanities, Natural Sciences, Social Sciences).

You'll have to pay attention to the relationships among disciplines, departments, and divisions. For example, .5 unit in music plus .5 unit in studio art will **not** satisfy a distribution requirement, because these two disciplines—even though they're in the same division (fine arts)—are in separate departments. (See the chart on page 15.)

SECOND LANGUAGE

You must demonstrate a level of proficiency in a second language equivalent to one full year of college study. The language can be modern or classical (such as Latin and Ancient Greek). There are various ways of fulfilling this requirement—e.g., taking an

introductory-level language course at Kenyon, earning a high enough score on one of Kenyon's placement exams, or earning a high enough score on an Advanced Placement exam in high school or an SAT II language exam. For details, see the complete *Course Catalog* online at catalog.kenyon.edu.

QUANTITATIVE REASONING

You must earn a minimum of .5 Kenyon unit credit in a course, or courses, designated as meeting the quantitative-reasoning (QR) requirement. These include a large number of courses at various levels in chemistry, economics, mathematics, and physics, along with some courses in other fields (e.g., biology or philosophy). The *Course Catalog* (catalog.kenyon.edu) describes the nature of QR courses more completely. You can also find more details on the Web site of the Registrar's Office (registrar.kenyon.edu).

Academic Requirements: Requirements for Majors, Minors, and Concentrations

MAJORS

As we noted in the previous section, every Kenyon student has to complete a major, which involves focused academic work in a single department or discipline. Each major has its own requirements, designed to give students both breadth and depth in the field. Every major also requires a **Senior Exercise**. The nature of the Senior Exercise depends on the major. It may involve a comprehensive examination, a paper, a project or presentation, or some combination of these. Within each major, students who meet certain academic standards may be admitted to the **Honors Program**, which entails more extensive advanced work.

MINORS AND CONCENTRATIONS

Kenyon also offers minors and concentrations. These are optional. While you *must* complete a major, you can choose to enrich your studies by undertaking a minor or concentration—but you certainly don't have to. **Minors** are offered in some departments, but not all. A minor offers a way to organize a coherent program of study in a particular discipline. But the requirements for a minor are less extensive than for a major. **Concentrations** are similar to minors, except that they are interdisciplinary, entailing required work in several different departments.

JOINT MAJOR

The joint major combines an interdisciplinary program with a major from a participating department. This combination provides a solid grounding in the methodology of a discipline, while providing an interdisciplinary experience. Joint majors are created through a cooperative agreement between departments and interdisciplinary programs, and require the student to complete coursework in both the interdisciplinary concentration and the departmental major as specified in the cooperative agreement. The student will complete a single Senior Exercise in the format of the cooperating department.

COMBINING SOME OR ALL OF THE ABOVE, AND THE SYNOPTIC MAJOR

What if you want to do intensive work that cuts across the lines of different disciplines? You can choose one of Kenyon's interdisciplinary majors. You can undertake a double major. You can undertake a joint major, which combines an interdisciplinary program with a major from a particular discipline. You can combine a major in one department with a minor in another, or with any one of several interdisciplinary concentrations. Finally, if your interests can't be met by any of these options, you can propose a **synoptic major**.

Essentially, this is a self-designed major. In order to gain approval for a synoptic major, you have to make a strong case, and you have to be exceptionally well organized.

You can find a list of Kenyon's majors, minors, and concentrations in a chart in this book, on page 15. For detailed information on each major—including requirements, the Senior Exercise, and the Honors Program—see the *Course Catalog*, online, at catalog.kenyon.edu. The *Course Catalog* also has detailed information about minors and concentrations, and the rules applying to them.

DECLARING A MAJOR

You can declare a major at any time, but you must declare one by September 30 of your junior year. Students applying to study abroad during their junior year must declare their major by February 1 of their sophomore year. Normally, students declare their majors as sophomores, before spring vacation.

A TIP ON MAJORS

As a first-year student, you don't have to worry about choosing a major. But if you have some thoughts about what your major might be, it's worth looking carefully at the requirements with

your faculty advisor, and discussing how you might have to plan ahead. For example, some of the natural sciences have highly sequential course requirements; students who are contemplating those majors, and who also hope to study abroad for a semester or year, should plan their schedules carefully, starting early. Anyone thinking about study abroad should look at how it would fit into potential majors—often it fits very easily, but not always. And if you're considering medical school, it makes sense to start your planning early, by talking to the premedical advisors as well as your faculty advisor.

The Kenyon Curriculum

The curriculum is organized within four traditional academic divisions: Fine Arts, Humanities, Natural Sciences, and Social Sciences. Each division includes a number of departments. Some departments are devoted to a single discipline—a traditional area of academic study. (The Chemistry Department, for example, includes only the discipline of chemistry.) Other departments embrace several disciplines—for example, the Department of Modern Languages and Literatures includes the disciplines of Chinese, French, German, and so on.

A fifth division includes interdisciplinary programs, which draw from two or more traditional disciplines. For example, the Asian Studies Program draws from the faculties and coursework of anthropology, history, modern languages, philosophy, and religious studies.

Majors are available in all of the departments and in some interdisciplinary programs. Some departments also offer minors, while some interdisciplinary programs offer concentrations.

The chart on the following page, and the lists below, present an overview of the curriculum.

Interdisciplinary Programs

INTERDISCIPLINARY MAJORS

American Studies
Biochemistry
International Studies
Molecular Biology
Neuroscience
Women's and Gender Studies

INTERDISCIPLINARY CONCENTRATIONS

African Diaspora Studies
American Studies
Asian Studies
Comparative World Literature
Environmental Studies
Integrated Program in Humane Studies

Islamic Civilization and Cultures
Latino/a Studies
Law and Society
Neuroscience
Public Policy
Scientific Computing
Women's and Gender Studies

JOINT MAJORS

History/Asian Studies
Religious Studies/Asian Studies
Modern Languages and Literatures (Chinese) / Asian Studies
Art History/Asian Studies

For detailed information on the Kenyon curriculum: www.kenyon.edu/departments

<i>Academic Divisions</i>	<i>Academic Departments</i>	<i>Departmental Majors</i>	<i>Departmental Minors</i>
FINE ARTS	Art and Art History	Art History; Studio Art	Art History; Ancient; Renaissance and Baroque; Modern; Architectural History; Studio Art
	Dance, Drama and Film	Drama; Dance; Film	Dance
	Music	Music	Music
HUMANITIES	Classics	Latin and Greek; Latin; Greek; Classical Civilization	Classics (emphasis in language, civilization, or language and civilization)
	English	English	English
	Modern Languages and Literatures	Literature (French, German, or Spanish); Modern Languages; Area Studies (French, German, or Spanish)	Chinese; Italian; Japanese; Russian
	Philosophy	Philosophy	Philosophy
	Religious Studies	Religious Studies	Religious Studies
NATURAL SCIENCES	Biology	Biology	Biology; Environmental Biology; Molecular Biology and Genetics; Physiology; Plant Biology
	Chemistry	Chemistry	Chemistry
	Mathematics	Mathematics (focus on classical mathematics or statistics)	Mathematics; Statistics
	Physics	Physics	Physics; Astronomy
	Psychology	Psychology	
SOCIAL SCIENCES	Anthropology	Anthropology	Anthropology
	Economics	Economics	
	History	History	History
	Political Science	Political Science	
	Sociology	Sociology	

Preparing for Professions

PREPROFESSIONAL ADVISING

Information and advice on professional studies in architecture, business, clinical psychology, education, engineering, health-care professions, law, library and information science, the ministry, and social work are offered by designated faculty and staff members who are knowledgeable in these fields. Informational sessions are held throughout the academic year, beginning during Orientation. The preprofessional advisors are also available for individual discussions and consultation. For a list of the current preprofessional academic advisors, see Maureen Tobin, graduate school and preprofessional advisor, or Scott Layson, director of the Career Development Office.

Medicine

Medical-school course requirements are met at Kenyon as follows:

Introductory Biology

BIOL 115, 116 (lectures) plus BIOL 109Y-110Y (lab)

Introductory Physics

PHYS 130, 135 or 140, 145 (either lecture series) plus 141, 146 (labs)

Introductory Chemistry

CHEM 121 or 122, and CHEM 124 or 125, with CHEM 123 and 126 (labs)

Organic Chemistry

CHEM 231, 232 (lectures) plus CHEM 233, 234 (labs)

College Mathematics

At least two of the following: MATH 106, MATH 110, MATH 111, MATH 112, and MATH 213

English

ENGL 103, 104 or IPHS 113Y-114Y*

Biochemistry

CHEM 256 (highly recommended)

Psychology/sociology (highly recommended)

* The IPHS component is the Integrated Program in Humane Studies Concentration, which involves students in an intensive study of classical texts, with special attention given to the development of the capacity to think, write, and discuss clearly and critically.

In order to apply to medical schools by their senior year, first-year students should enroll in courses from at least two of the following three categories:

- CHEM 121 or 122, and CHEM 124 or 125, with CHEM 123 and 126 (labs)
- BIOL 115 and 116, plus BIOL 109Y-110Y (lab); or PHYS 130, 135 or PHYS 140, 145 plus PHYS 141, 146
- ENGL 103, 104 or ENGL 111Y- 112Y, or IPHS 113Y-114Y

Cooperative (3-2) Programs in Engineering, Environmental Studies, and Education

Students interested in earning degrees in engineering, environmental studies, or education may apply to one of Kenyon's 3-2 programs.

For each program, a student spends three years at Kenyon, completing all diversification requirements plus a major, then goes on to a cooperating institution for two years of specialized study. After successfully completing both components of the program, the student earns a Kenyon B.A. along with a degree from the other institution.

Admission to these programs is competitive. Ordinarily, students must apply by the end of the first semester of their junior

year. But it is wise to begin planning as early as the first year of enrollment. For more information, contact Maureen Tobin, graduate school and preprofessional advisor, or Scott Layson, director of the Career Development Office.

Engineering programs are offered in cooperation with: Case Western Reserve School of Engineering; Rensselaer Polytechnic Institute; and Washington University, Sever Institute of Technology.

A program in **environmental studies** is offered in cooperation with the Duke University School of the Environment.

A program in **education** is offered in cooperation with the Bank Street College of Education.

Course Enrollment Regulations

COURSE CREDITS

Ordinarily, students enroll for 4 units per year. Note: .5 unit of credit is considered to be the equivalent of a four semester-hour course at other colleges and universities. Courses offered at Kenyon are offered only for the credit as stated in the *Course Catalog* (catalog.kenyon.edu) and may not be undertaken for greater or lesser credit.

COURSE ENROLLMENT PROCEDURES

During the first seven class days of each semester, the drop/add period, students may come to the Registrar's Office to alter their course selections (or status within courses), with the approvals of their advisors and instructors. Students may enroll in an Individual Study (IS) up to the seventh class day in any given semester. Before a sponsoring faculty member or department chair approves an IS, the student (consulting with the instructor) must submit a written plan for the IS based on the guidelines articulated by the department or program in question.

Course enrollments are finalized at the end of the drop/add period (seventh day of classes). Students are fully accountable for all courses for which they are enrolled from that point on, and all will remain on the permanent record.

If a student has attended a course in which he or she was not enrolled, no record of or grade for the class will be available.

If a student never attends or stops attending a course but fails to withdraw properly in the Registrar's Office, an F is recorded.

Fees for late course changes. All enrollment changes after the first seven class days of each semester are subject to the late course-change fee unless otherwise noted. These fees apply to all enrollment changes, including those accomplished through petition and are found on the College's Explanation of Fees and Charges Web site.

At the discretion of the registrar, payment of all or part of these fees may be waived. Students may appeal the registrar's decision to an associate provost, whose decision is final. Students may request that these fees be added to their College accounts, but Kenyon reserves the right to require a cash payment.

MINIMUM ENROLLMENT STANDARDS

Generally, the College curriculum requires that students enroll for a minimum of 4 units of credit each academic year. Although most students enroll for 2 units each semester, it is acceptable to enroll for as few as 1.75 units in one semester as long as the 4 units per academic year are accumulated. Students who fail to meet this requirement will find the notation "Underenrolled" on their academic record.

However, seniors who are ahead on the required credits, and who can therefore afford to do so, may enroll for as few as 3.5 units for the year so long as a minimum of 1.5 units each semester is maintained.

Also, students must enroll in at least two departments each semester for a minimum of .5 unit of credit in each of the two departments. Although many students will enroll in three or even four departments in a given semester, no one may enroll in only one department. Students who fail to meet this requirement will find the notation “Improperly enrolled” on their academic record. This rule applies only to those students who are working toward their first 16 units of credit; students are exempt from this rule in semesters following the one in which 16 units have been completed.

AUDITING COURSES

Students may change to audit status beginning the first day of the semester through the first seven days of classes, provided such change leaves them properly enrolled. This change requires the signature of the instructor and advisor.

PASS/D/FAIL

A student may change status in a course to or from Pass/D/Fail only through the end of the fourth week of classes. Students are specifically required to maintain a consistent grading option over both halves of a year-long course. This change requires the signature of the instructor and advisor.

Grading

COURSE GRADES

A student may take courses for a letter grade, on a Pass/D/Fail basis, or as an auditor.

Grades. Instructors are required to report grades for students enrolled for credit. Grades range from A through F. Plus and minus may be attached to any grade except F.

Students who withdraw from a course while passing will have WP recorded. A student may be expelled from a course. In this event, X is recorded on the permanent record. Students receiving an F, WP, WI, WL, W, or X receive no credit for the course.

Pass/D/Fail (P/D/F). To encourage students to experiment with disciplines and courses they might not otherwise try, the College provides the opportunity to enroll in courses outside the declared major on a P/D/F basis with the permission of the advisor and the instructor. A maximum of 2 of the 16 units required for graduation may be earned on this basis. Within any given semester a student may take no more than one course on the P/D/F basis, unless the student is taking 2.5 or more units of credit, in which case a second course may be taken on this basis. Once students have declared a major, they may not take courses on a pass/fail basis in the department of their major or in any course required for the major.

With the P/D/F option, credit is earned with a Pass or D+, D, or D-; only the D+, D, D-, or F affects the student's grade point average.

Work completed in a course taken on a pass/fail basis will receive the following grades and credit: All coursework receiving a C- or above will have a P recorded on the permanent record card. The credit thus earned counts toward graduation in every respect and is subject to the same restrictions as credit earned with a letter grade; however, the grade is not calculated in the student's grade point average. If the work of the course is D+, D, D-, or F, that grade is recorded on the permanent record card. The credit thus earned (for a grade of D+, D, or D-) counts toward graduation in every respect and is subject to the same restrictions as any letter-grade credit, and does affect that student's grade point average.

The deadline for enrolling in both semester and year courses on a P/D/F basis, or to change to a letter-grade basis, is the end of the fourth week of the course. Students must have the signatures of the instructor and their advisor before they may enroll in a course on a P/D/F basis. Students are specifically required to maintain a consistent grading option over both halves of a year course.

Audit. Any fully enrolled student may, with the prior approval of the instructor, enroll as an auditor in one or more courses in addition to his or her normal load. With the exception of certain production and performance courses, such enrollment must be completed within the first seven days of classes. The student should first obtain from the instructor a clear understanding of the audit

requirements for that course. The designation “AU” normally will mean that the student has attended at least the lectures, laboratories, or studio meetings regularly, or accomplished other activities designated by the instructor, at a level equivalent to regular attendance. An instructor has the right to require more than this minimum before granting AU designation.

Although an auditor receives no academic credit for that work, if the instructor certifies that the student has met the audit requirements of the course, the course will be entered on the student’s permanent record with the notation AU in place of a grade. If the instructor does not so certify, no record of the audit enrollment is entered. Courses taken on an audit basis, however, cannot be used to satisfy curricular rules or requirements.

GRADE AVERAGES

Semester and cumulative grade point averages are computed by multiplying the quality points of each grade by the number of units of credit, summing, and dividing the total quality points by the total credits attempted, truncating to two decimal places. A chart listing each grade and the quality points it carries is available on Kenyon’s Web site.

The cumulative grade point average. Only grades earned with Kenyon faculty are included in the Kenyon grade point average (GPA). Grades earned in summer school, at other colleges by transfer students, and so on, do not affect students’ Kenyon GPAs, nor are such grades recorded on the Kenyon permanent record. Grades earned through a Kenyon-approved off-campus study program are recorded but are not figured into the Kenyon GPA.

Only the fourteen grades A+ through F and X are computed and affect GPAs. WP, WL, and WI, while recorded on the permanent record, do not affect a student’s GPA. “Pass” does not affect the Kenyon GPA, though credit is earned.

Tentative grades in year courses have a temporary effect on the Kenyon GPA (until they are replaced by the final grades).

Class Attendance

ATTENDANCE POLICIES

Faculty members are responsible for announcing their attendance policies at the first meeting of the course or including such a statement in the course syllabus. Students are subject to attendance regulations as determined by the instructor of each course. Excessive absence is a valid reason for an instructor to expel a student from a course. Students receiving financial assistance from the Veterans Administration are required by law to attend all classes unless excused.

Students are expected to attend all lectures, laboratories, and other scheduled course meetings. Faculty members are expected to monitor the regular attendance of first-year students and those on conditional enrollment. Absence from a class meeting is inevitably a loss both to the student and to classmates. Students who are

absent from a class meeting bear full responsibility for minimizing such loss.

It is especially important for students to attend classes in a regular manner for the first two weeks of each course; during this period instructors must develop accurate class rosters in order to allow additional interested students into their courses. Faculty members may elect to remove from their courses those students who do not attend class in a regular manner at any point within the course. Instructors will define “regular attendance” to suit their individual circumstances, and students must know that many faculty members will remove those who do not attend from the very first class meeting. Students who have been so removed from a course roster will still need to drop the course from their schedule as they add another in its place at the Registrar’s Office.

Academic Rights and Responsibilities

ACADEMIC FREEDOM OF STUDENTS

Students are guaranteed academic freedom; they make known their views, confident that these will be judged by their instructors only with regard to their academic merit.

SPECIFICATION OF COURSE REQUIREMENTS

So that students may be protected from sudden and unexpected shifts in requirements, instructors will provide at an early class meeting a written statement of all academic responsibilities (such as the attendance policy and the number of tests and papers) and will give the class reasonable advance notice of dates when requirements are to be fulfilled.

The instructor must explain how the final grade will be determined, describing the relative weights to be given to performance on the final examination, papers, tests, and so on, and whether the final grade will be influenced by participation in class discussion, class attendance, and the like. In making assignments, instructors will have in mind the accessibility of materials or equipment and will be considerate about requiring students to leave Gambier to carry out their academic work. However, this must not be so narrowly construed as to preclude, for example, honors students from obtaining material from other libraries or from doing occasional research off campus, or art students from going to Mount Vernon to obtain materials.

Academic Honesty

Central to Kenyon's academic program is the integrity of student work. Submitting someone else's work as though it were your own, submitting the same work for two separate courses without prior permission of the instructors, cheating of any nature in the discharge of your academic responsibilities—these are extremely serious offenses, and the most serious of all is the misrepresentation of a fellow student's work as your own.

At the beginning of each semester, a summary of the activities of the Academic Infractions Board during the prior semester, including the number and types of cases considered and the sanctions imposed, will be published in the campus newspaper. The board may also publish general statements about campus academic honesty at any other time, at its discretion, but will not describe individual cases in such reports. No information that would identify specific individuals will be included in any published report.

The following are among the array of penalties which the College may impose in response to violations of academic honesty: a directed grade of "zero" for the project itself, a directed grade of F for the entire course of study, suspension from the College, or permanent dismissal.

DEFINITION OF PLAGIARISM

Learning from other scholars, artists, or fellow students is an essential element in the process of education. However, this process is undermined and becomes plagiarism whenever the words, projects, performances, reports, or ideas of another person or source are presented as if they were the original contributions of the student presenting them. Such work is also plagiarism whether or not the misrepresentation was an intentional attempt to deceive.

Such misrepresentation is always plagiarism no matter what kind of work is involved. Plagiarism may occur in oral or graphic work as well as in written work; it may occur in artistic work as well as in analytic work. Plagiarism can involve tests, examinations, laboratory reports, research results, papers, creative projects, and Senior Exercises—this is not an exhaustive list. Because of the seriousness of plagiarism and academic dishonesty, and because proper methods of indicating indebtedness may vary from one discipline to another, you must consult your instructors if you have

any questions about the proper attribution of sources in particular courses of study.

That it is dishonest to give or receive illicit aid on a test or an examination is obvious. The submission of a purchased or borrowed paper as your own work is also obviously a flagrant example of plagiarism. (Bibliographical research services, other than those offered by libraries or university research centers, should not be used without the instructor's approval.)

More generally: when you put your name on a work of any kind—a paper, a work of art, a laboratory report, a computer program, etc.—and submit it in a course of study, you thereby certify that the content is your own except where you have made specific and appropriate acknowledgment that some parts of the work have been borrowed from other sources. Again, learning from another artist, scholar, or fellow student is commendable, but to use the ideas or the phraseology of another person without such acknowledgment constitutes plagiarism.

Please note further: work in which your indebtedness to other sources is only partially or only insufficiently acknowledged is no different from work in which there is no such acknowledgment at all. They both equally constitute plagiarism. (“Partial or insufficient acknowledgment” does not refer to a failure to follow with meticulous precision the formalized details by which sources are

identified—details such as those set forth in the *MLA Handbook for Writers of Research Papers*—but to a failure to use such basic things as quotation marks to indicate the true extent of your indebtedness to other sources.) It is crucially important to provide accurate and complete footnoting of all sources, and to use quotation marks accurately and completely in order to indicate all passages which are not of your own creation.

Further, it is fully as important to give appropriate acknowledgment of any indebtedness to fellow students, as it is to give appropriate acknowledgment of any indebtedness to scholarly or professional sources. And take especial note: faculty may assign students to work together collaboratively on projects. In such cases, make certain that you understand what the faculty member assumes will be the limits of such collaboration—e.g., is the final report or paper to be written collaboratively, or separately?—and that you understand how each student's specific contribution to the collaborative enterprise is to be acknowledged.

To reiterate: whenever you have submitted, under your own name, work of any kind in which it can be proven that some portion of that work is not of your own creation or formulation, yet in which there is no formal acknowledgment of that fact, you have committed plagiarism. And you have committed plagiarism whether or not there was an intentional attempt to deceive.

Submitting the same work for more than one course also constitutes plagiarism, although of a special kind. Kenyon faculty members assign papers, research topics, and other work in order to facilitate students' academic development, and they expect to receive original work in return. Submitting the same work in whole or in part for two separate courses without prior consent of both instructors circumvents this aspect of your education. And such conduct is manifestly unfair to other students, who will receive an equal amount of credit for doing substantially more work. In a particular case in which you nevertheless feel it is justified to use all or part of a work for one class in another, you must first obtain permission from the instructors of both classes.

SOME POTENTIALLY TROUBLESOME AREAS OF ACADEMIC HONESTY

Proper acknowledgment of sources is the basis of academic honesty. Distinguish in your notes and your rough drafts the ideas that are your own from those you have learned from another source. If you restate or reword another person's expressions, be sure to give credit where credit is due. This principle of honesty in acknowledgment also applies, of course, to the weaving together of various people's ideas and words. Always make notation of the source of each idea while doing research, so that you may correctly footnote its origin. In general, if you have questions about correct citation or about other issues such as collaboration, ask your instructor for advice.

There are four areas of academic honesty that seem to be most

commonly problematic: collaboration, paraphrasing, the mosaic, and proper acknowledgment of sources. The following explanations may help you avoid accidental plagiarism.

Collaboration

Collaboration on projects is always subject to the instructor's definition and approval. When appropriate, a great deal of learning can come from the exchange of ideas. Discussions with other students, with your instructor, and with other faculty members can help you clarify your ideas. Likewise, it is often useful to ask someone else to go over a first version of an assignment and to make suggestions for its improvement. But when you submit academic work (such as examinations, homework assignments, laboratory reports and notebooks, and term papers), this work must be your work and no one else's. You need not footnote every conversation you have had, but if anyone has given you special assistance, it is both necessary and polite to thank that person, either in an introduction or in the notes.

Paraphrase

A paraphrase is a restatement or rewording, often in condensed form, of another person's statements. It is often best to use direct quotation for brief passages, but it is important to know how to paraphrase because most of your note-taking should be in this form. Once again, when you come to write your paper, be sure to give credit where credit is due. If you use a paraphrase, which may perhaps be an excellent summary, you must always tell your reader,

either in the text of your paper or in the notes, where the material came from. This means that you must take careful notes when you are studying, and make an exact record of the source, including the page number. In note-taking and in assignments submitted, also be careful to indicate when you are copying the exact words, design, or symbolic (e.g., mathematic) formulation of the author instead of paraphrasing.

Mosaic

A mosaic is a special case of paraphrasing without adequate acknowledgments; it is a form of plagiarism. A mosaic is a piecing together of ideas and quotations that you create in the course of your research. With proper notation, this work may be creative and original by reason of the sources that are woven together and the skill with which they are presented. Nearly all research papers are to some extent mosaic. However, if the sources of these ideas and quotations are not carefully identified by adequate notation, you will mislead your reader into thinking that all the information presented is your own. A mosaic without adequate notation is an obvious instance of plagiarism.

To avoid this kind of problem, always keep a notation of the source of each idea while doing research, so that when you write the paper you may footnote each source as you use it. Be sure to inform your reader as to the source of all of the ideas presented, so that your reader can appreciate the distinctive connections that you have provided.

Proper acknowledgment of sources

Acknowledging your sources, in a complete and accurate manner, is the basis of academic honesty. Obviously, it is not always possible to give the source of each of your ideas. You may, for instance, wish to include facts and ideas that you learned in some previous reading. There is nothing wrong with doing this. However, where you are able to trace the source, be sure to give it and—even more important—when you are reading specially for an assignment, take notes carefully. Distinguish in your notes and your rough draft the ideas that are your own, and note those you have learned from another source. Distinguish among your sources as well, so that you do not confuse the ideas of one author with those of another. If you carefully keep track of sources, you will have no difficulty when it comes to writing the assignment.

One final warning: do not, as many students do, fall into the trap of adding the notes after you have written the paper. If you do that, you will almost certainly omit some and get others wrong. Include the notes as you go along, either at the bottom of the page as footnotes or on another sheet of paper to be appended at the end of your work.

Advanced Placement Credit, Baccalaureate Programs, Transfer Credit, and Summer Schools

ADVANCED PLACEMENT CREDIT

Up to 3 units of Kenyon credit may be awarded to students who have received scores of 4 or higher on CEEB Advanced Placement (AP) tests. See the Web site of the Registrar's Office for recommendations regarding credit and placement.

AP credit counts toward the 16 units required for the degree. However, no diversification requirement may be satisfied with AP credit.

AP credit may serve as a prerequisite for specific courses in the department, toward requirements for the major, and as advanced placement, depending on each department's decision. Students who enroll in courses for which the AP placement is equivalent will have the AP credit removed from their record by the registrar.

Advanced placement, as opposed to credit, is determined by each department. AP credit may not be substituted for a semester of residence at the College. It may, however, be included in a proposal for early graduation.

BACCALAUREATE PROGRAMS

Students who satisfactorily complete an International Baccalaureate (IB) program in high school and who send the results to the registrar may have up to 3 units of Kenyon credit awarded. At the discretion of individual departments, 1 unit of

credit may be earned for each score of 6 or 7 on Higher Level examinations. A full year of credit may be earned for an IB diploma point total of 36 or higher (with no score below 5).

Up to 3 units of Kenyon credit may be awarded to those who have satisfactorily completed certain other Baccalaureate programs, including the French Baccalaureate, the British A-Levels, and the German Abitur. Upon receipt of the official transcript, the registrar will determine, in conjunction with faculty members of specific departments, the awarding of the allowable 3 units. Placement in courses is determined by the department's faculty.

Students may earn a maximum of 3 units of credit from Advanced Placement, International Baccalaureate, French Baccalaureate, German Abitur, college courses taken while completing high school, or any combination of these programs. Credit will not be granted for scores from two programs which appear to be equivalent.

As with the College's advanced placement policy, baccalaureate credit cannot be used to fulfill residency or diversification requirements but may be included in a student's petition for early graduation.

TRANSFERRING CREDIT TO KENYON

Credit from courses taken at other institutions of higher education may be transferred to Kenyon (i.e., counted as meeting a part of the College's degree requirements) if the following conditions are met:

(1) advance approval is obtained (approval forms are available from the Registrar's Office); approval sought retroactively requires a petition; (2) an official transcript is sent directly to the Kenyon registrar from the credit granting institution; (3) courses are taken for letter grades and the grades earned are C- or above; (4) the other institution is fully accredited by a recognized accrediting agency, or the Committee on Academic Standards has specifically approved the program for off-campus study purposes; and (5) the subject matter of the courses is liberal arts in nature. Grades for transfer credit are not recorded on the student's permanent record and do not affect a student's grade point average, except for certain portions of Kenyon programs—see the section explaining off-campus study.

The registrar determines whether the above criteria are met, the amount of credit that is transferable, and the distribution requirements that are fulfilled. Credit is accepted in transfer to the College on a pro rata basis: one Kenyon unit equals eight semester-hours or twelve quarter-hours of credit. Kenyon will not accept transfer credit or test scores for which transfer credit would be granted more than one year after the completion of the coursework/testing (except in the case of a student admitted to Kenyon as a transfer student).

Students should also be aware of the residency requirements as outlined under Requirements for the Degree.

ONLINE AND DISTANCE LEARNING COURSES

In special circumstances these may be approved by the registrar and the chair of the credit granting department at Kenyon.

SUMMER SCHOOL CREDIT

Because summer school credit is credit transferred to the student's permanent record, the provisions listed above regarding all transfer credit also apply to summer school credit. Students wishing to take courses at a summer school and receive transfer credit for work done there must obtain a transfer credit approval form at the Registrar's Office and then consult with their faculty advisor and with the chair of the corresponding department at Kenyon for approval of the course(s). These approvals, along with any pertinent information from the summer school brochure or catalog, must then be submitted to the Registrar's Office. Upon receipt of the summer school transcript, the credit will be transferred to the student's permanent record if all conditions are met.

No more than 3 units of summer school credit may be credited to the Kenyon degree. Credit earned in summer school may not be counted as a substitution for a semester of residence at the College. Summer school credit may, however, be included in a proposal for early graduation.

Library and Information Services

Kenyon's Division of Library and Information Services (LBIS) provides the Kenyon community with convenient and user-friendly access to a broad array of library and technology resources and services.

RESEARCH RESOURCES

Collections. The library houses many different types of resources including books, journals, newspapers, films, music, and archival materials. We also provide access to electronic books and journals, and we subscribe to more than 250 general and subject-specific search engines.

Our library catalog, CONSORT, gives you access to the collections of three other college libraries. Kenyon is a member of OhioLINK, a network of colleges in Ohio. If you can't find what you need through CONSORT or OhioLINK, other options are available.

Reference services. Librarians are available to assist you at the reference desk or by appointment. Each academic department and concentration has a designated librarian to help you with any specialized research needs you may have (see the LBIS Web site for reference desk hours and contact information).

Study spaces. The library building provides a variety of work and study spaces. We have computer labs, group study rooms, and student carrels throughout the building. The third floor of the library is a designated quiet zone.

COMPUTER SERVICES

Helpline. Helpline answers questions related to computing, e-mail, the network, Internet, and audio-visual equipment. Helpline is staffed by students and is open daily (see the Web for hours and contact information).

Computer labs and printing. LBIS supports four public computer labs on campus, and Apple laptops are available at the circulation desk. Many of the academic departments also provide small computer labs. Each public computer lab on campus has at least one printer or photocopier.

For more information: <http://lbis.kenyon.edu>

Planning

Use this page to jot down notes, tentative plans, and questions. These will prove useful when you meet with your faculty advisor. Don't forget to bring this book with you to Kenyon!



Departments and Programs

Program in African Diaspora Studies

INTERDISCIPLINARY

The Concentration in African Diaspora Studies has four central goals: (1) to offer students a structured program in the study of Africa and the African Diaspora, (2) to help students explore the variety of cultural types and formations in the African Diaspora, (3) to expose students to the connections between African studies and African-American studies, and (4) to promote curricular and extracurricular interest in and awareness of the cultures of the African Diaspora for the campus as a whole.

This interdisciplinary program draws on coursework in American studies, anthropology, drama, English, history, political science, psychology, religious studies, and sociology.

FOR FIRST-YEAR STUDENTS

The program offers two introductory courses to orient students to the interdisciplinary nature of African diaspora studies. These courses are “The Crossroads Seminar” (AFDS 108) and “Introduction to African Diaspora Studies” (AFDS 110). Each course places an emphasis upon critical thinking, oral presentation, and critical writing as integral components of the learning experience. The objective of each course is to introduce students to the wide range of approaches to the field of African diaspora studies, as informed by past events and as history continues to unfold.

THE CONCENTRATION IN AFRICAN DIASPORA STUDIES

The program offers a concentration. Students interested in the concentration should contact the program director.

For more information: www.kenyon.edu/africandiasporastudies

Program in American Studies

INTERDISCIPLINARY

American studies provides a broad framework for the exploration of the people, places, society, and culture of the United States. The field accomplishes this by appropriating ideas and methodologies from one discipline and applying them to another, and by transcending established boundaries among disciplines to create a new structure that combines traditional values and new visions. The program incorporates fieldwork research experiences, collaborative exploration, and public presentation.

The program, which offers both a major and a concentration, draws on coursework in art history, studio art, drama, English, environmental studies, history, music, political science, religious studies, and sociology.

FOR FIRST-YEAR STUDENTS

The American studies major and concentration. Both the major and concentration require “Introduction to American Studies” (AMST 108), which is normally taken during the first or second year at Kenyon.

This course introduces students to the principles of American studies through the exploration of American history and culture in the 1960s. The course seeks to understand the nature of American society in that critical period through the study of the struggle for political reform, the role of women, the civil rights movement, and the counter-culture. Guest lectures, films, and student presentations complement the course.

For more information: www.kenyon.edu/americanstudies

Department of Anthropology

SOCIAL SCIENCES DIVISION

Anthropology is an unusually broad discipline that embraces biological, historical, and cross-cultural study. Anthropology courses at Kenyon reflect these three distinct but interrelated areas.

Biological anthropology studies the complex connections between our biological and cultural existence, investigating how humans have evolved in the past and how we are continuing to evolve in the present. More advanced courses focus on such topics as human skeletal anatomy, human paleontology, the anthropology of food, and human adaptation to changing environmental conditions.

Courses in **archaeology** allow students to learn about prehistoric peoples of the New World (Aztecs, Maya, Inkas, Moundbuilders, and Puebloans) as well as the Old World (Egypt, Mesopotamia, and European megalith builders). Methods of investigation are also covered.

In **cultural anthropology** courses, students can study native North Americans and the peoples of Africa, Asia, and Latin America, as well as such topics as media, race, ethnomedicine, sexuality and gender, ethnomusicology, politics, and development.

All anthropology courses deal with diversity, helping us to appreciate the varied ways of being human in the past and present and what links all of us despite those differences.

FOR FIRST-YEAR STUDENTS

A first course in anthropology should be any of the three one-semester introductory courses listed below. Each course combines lecture and discussion.

ANTH 111: Introduction to Biological Anthropology. This is the first course in biological anthropology, required for upper-level work in biological anthropology courses.

ANTH 112: Introduction to Archaeology. This is the first course in archaeology, required for upper-level work in archaeology.

ANTH 113: Introduction to Cultural Anthropology. This is the first course in cultural anthropology, required for upper-level work in cultural anthropology.

Having completed an introductory course, students may enroll in any upper-level course in that area of the anthropology program. Alternatively, students may enroll in another introductory course to gain a broader understanding of anthropology. Diversification credit is earned either by taking an introductory course and an upper-level course in the same area of anthropology or by taking two introductory courses.

THE MAJOR AND MINOR

The Anthropology Department offers both a major and a minor.



For more information: www.kenyon.edu/anthropology

Department of Art and Art History

FINE ARTS DIVISION

The purpose of the Department of Art and Art History is to provide instruction in and experience with the visual arts in the context of the liberal arts. The department offers two majors: studio art and the history of art. A major in studio art is intended to make the student particularly qualified to communicate ideas in visual form.

FOR FIRST-YEAR STUDENTS: ART HISTORY

ARHS 110, 111, 113, and 114 are introductory courses for students who have had little or no previous art history. They can be taken in any sequence. Each course introduces students to the concepts and methods of the discipline and prepares students for more advanced study. ARHS 110 and 111 use the same text, *Janson's History of Art*, but different supplemental readings. Most intermediate courses and seminars require ARHS 110 and ARHS 111 as prerequisites.

If students have AP scores of 4 or 5, they may enroll in intermediate level courses without the survey prerequisite. **Only with permission of the professor** can first-year students or sophomores enroll in seminars (300-400 level courses), as they are designed for juniors and seniors.

Art History Introductory Courses

ARHS 110: Survey of Art, Part I (Western art and architecture from the Paleolithic to the end of the Middle Ages)

ARHS 111: Survey of Art, Part II (art and architecture from the Renaissance to the present)

ARHS 113: Survey of Architecture

ARHS 114: Introduction to Asian Art

FOR FIRST-YEAR STUDENTS: STUDIO ART

ARTS 101-191 are courses that provide introductory experiences in studio art by enabling students to manipulate a variety of materials and ideas. In each course, students confront the decisions that go into making personally meaningful artwork, guided by demonstrations, image examples, lectures, and critiques. Course content and approach differ among the sections and classes, but in each the goal is to introduce students to the ideas, techniques, and vocabularies of producing visual art. No previous art experience is necessary.

Studio Art Introductory Courses

ARTS 101: Color and Design

ARTS 102: Drawing

ARTS 103: Sculpture

ARTS 104: Book Arts

ARTS 106: Photography

ARTS 107: Digital Imaging

ARTS 191: Visible Language: Art and Text

ARTS 191: Back to the Drawing Board



For more information: www.kenyon.edu/art and www.kenyon.edu/arhistory

Program in Asian Studies

INTERDISCIPLINARY

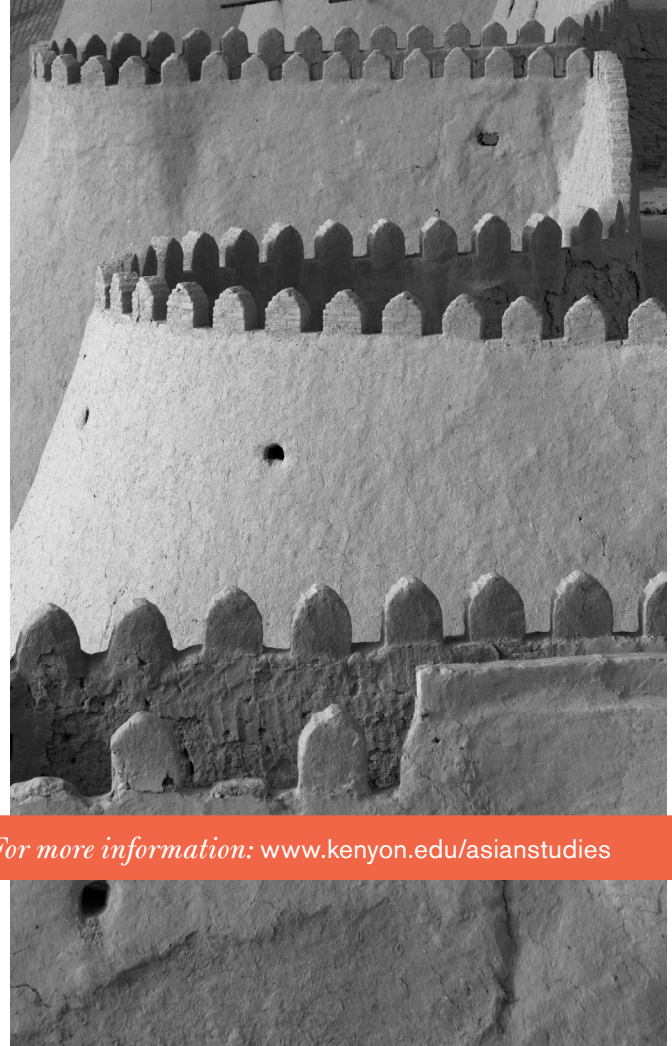
Asian Studies at Kenyon is an interdisciplinary program that offers both a concentration and a joint major, integrating coursework in anthropology, art history, history, language, music, philosophy, political science, religious studies, and sociology. The program also sponsors films, invites speakers to the College, and promotes other social and cultural events to stimulate campus awareness of the societies of East Asia, India and Southeast Asia, and the Islamic world.

The Asian studies curriculum enables students to acquire the analytical and critical ability to explore the linguistic, literary, and cultural traditions of Asia and to develop the cultural sensitivity and humanistic knowledge needed in our increasingly globalized world. Students come to understand Asia as a culturally diverse region with deeply intertwined histories and Asian peoples as major actors in regional and world history, rather than as objects of non-Asian peoples' enterprises and observations. An important goal of the concentration is the development of a critical understanding of the ways in which people of the interrelated regions of Asia have historically defined and expressed themselves.

FOR FIRST-YEAR STUDENTS

First-year students interested in Asia may consider beginning their exploration by enrolling in Chinese or Japanese language courses, in one of the history or religious studies courses, or ASIA 201: The Silk Road, which provides an introduction to the entire region.

This course, which is offered every year, examines the vast network of trade routes that connected East, South, and Southeast Asia with the Mediterranean region, North Africa, and Europe. The course surveys the history of economic and cultural exchange along the Silk Road from prehistoric times to the present day. Students explore geographic factors, the various ethnicities and empires that contributed to Silk Road history, the exchange of goods and technologies, the religions of the Silk Road, and the spread of artistic traditions across Asia.



For more information: www.kenyon.edu/asianstudies

Program in Biochemistry and Molecular Biology

INTERDISCIPLINARY

From drug design and enzyme mechanisms to molecular evolution and cellular differentiation, the intersection of chemistry and biology provides a rich foundation for understanding the physical basis of life. Kenyon's biology and chemistry departments jointly administer an interdisciplinary program in molecular life sciences.

The program offers two majors, one in biochemistry, one in molecular biology. Each major combines courses from both departments, building from the same introductory courses toward greater specialization at the upper level. Graduates most typically go on to careers in biomedical research (in academia or industry) or in medicine. Others pursue opportunities in engineering, business, law, and other fields in which analytical thought, quantitative skills, creativity, and a strong scientific background are valued.

FOR FIRST-YEAR STUDENTS

First-year students interested in pursuing either major should begin taking both biology and chemistry courses immediately. Either major may be completed starting from the same introductory courses. Careful course selection in the first year will greatly aid later progress through the majors. All interested students should consult with a member of the program faculty prior to fall semester enrollment.

Appropriate biology courses for the first semester include BIOL 115 ("Energy in Living Systems") and BIOL 109Y ("Introduction to Experimental Biology"). Students with a score of 5 on the AP biology exam can enroll in BIOL 116 ("Information in Living Systems"), skipping BIOL 115.

Appropriate chemistry courses include CHEM 121 ("Introductory Chemistry") or CHEM 122 ("Honors Introductory Chemistry"). The same lab (CHEM 123) services both courses. Students with an exceptionally strong chemistry background may consider enrolling in CHEM 231 and 233 ("Organic Chemistry and Lab"). *Be sure to take the Chemistry Department placement test to help guide your choice.*

Please consult the *Course Catalog* and information from the individual departments for course content and placement details.

FALL COURSES

The following fall-semester courses are appropriate for first-year students interested in the Biochemistry and Molecular Biology Program.

Biology

BIOL 115: Energy in Living Systems

BIOL 109Y: Introduction to Experimental Biology

BIOL 116: Information in Living Systems (only for students with a 5 on the AP biology exam)

Chemistry

Note: the Chemistry Department placement test, available during Orientation, will help guide your choice of course.

CHEM 121: Introductory Chemistry

CHEM 122: Honors Introductory Chemistry

CHEM 123: Introductory Chemistry Lab (*both CHEM 121 and CHEM 122 are served by the same lab*)

CHEM 231: Organic Chemistry (*only for students with an exceptionally strong chemistry background*)

CHEM 233: Organic Chemistry Lab

SPRING COURSES

The following spring-semester courses are appropriate for first-year students.

Biology

BIOL 116: Information in Living Systems

BIOL 110Y: Introduction to Experimental Biology II

Chemistry

CHEM 124: Biophysical and Medicinal Chemistry **or**

CHEM 125: Nanoscience and Materials Chemistry (*either lecture course is excellent preparation for further study*)

CHEM 126: Introductory Chemistry Lab II (both lectures are served by the same lab)

CHEM 232: Organic Chemistry II (*only for students who entered directly into CHEM 231*)

CHEM 234: Organic Chemistry Lab II

For more information: www.kenyon.edu/bmb

Department of Biology

NATURAL SCIENCES DIVISION

Biology is one of the most vital and interesting fields of inquiry, as new findings from research are daily changing our understanding of life. From health care, to the environment, to agriculture, biology is affecting our lives on a daily basis. Kenyon offers a very broadly based biological education in the context of the liberal arts. Our professors' research specialties span many fields, from molecular genetics to ecosystem ecology, covering numerous levels of biological organization and a wide range of organisms, from bacteria and mosses to vascular plants, arthropods, and vertebrates.

For more information: www.kenyon.edu/biology

The biology curriculum structures learning based on the scientific process of discovery: observation, interpretation, experimentation, analysis, and the formation of new hypotheses. Laboratory work and research projects form the backbone of the program, which offers both majors and non-majors a wide range of choices.

FOR FIRST-YEAR STUDENTS

BIOL 115 and BIOL 116 are foundational courses that prepare students for further coursework in the discipline. BIOL 115 considers energy flow as a unifying principle across a range of living systems, from cells to ecosystems, including topics such as respiration and photosynthesis, physiology and homeostasis, and population and community interactions. BIOL 116 considers the flow of biological information, and explores the mechanisms of heredity, the replication and expression of genetic information, and the function of genes in the process of evolution.

BIOL 109Y-110Y introduces students to the processes of investigative biology and scientific writing, through active student involvement in experimental design, data collection, statistical analysis, integration of results with information reported in the literature, and writing in a format appropriate for publication. Laboratories introduce a variety of techniques and topics. The year culminates in five-week student-designed investigations that reinforce the research skills. The course is not designed to accom-

pany any particular core lecture course, although BIOL 115 serves as either a prerequisite or co-requisite.

Advanced Placement: If you received a score of 4 or 5 on the AP biology test, you will receive .5 unit of credit. Students who scored 5 receive credit for BIOL 115 and should begin with BIOL 116. Those with scores of 3 or 4 should start with BIOL 115. For more information, consult with the department chair.

Courses for non-majors. The department offers several courses for non-majors, ranging from “Biology in Science Fiction” to “Biology of Exercise.” They are designed for students with minimal backgrounds in biology and are highly recommended for first-year students. Students wanting to complete the College requirements for 1 unit in the natural sciences can take any two of these, or take ENV5 112 (“Introduction to Environmental Studies”) and any one of these. Two of these courses, BIOL 103 and BIOL 107, satisfy the College quantitative reasoning (QR) requirement.

THE BIOLOGY MAJOR

First-year students who intend to major in biology, or who think that biology is a possible major or minor, should plan to start coursework in biology, and possibly chemistry, during their first year. Biology majors must complete the two-semester introductory lecture series (BIOL 115 and BIOL 116) as well as the lab course BIOL 109Y-110Y during their first two years. Biology majors also should complete at least one year of chemistry during their first two years. For advice on course selection, see the department chair or a member of the biology faculty.

First-year students who wish to major in biology should consider these schedules for the full first year:

- 1. For those with a strong background in science**
 - Introductory biology lecture series: BIOL 115-116.
 - Introduction to experimental biology: BIOL 109Y-110Y.
 - Introductory chemistry lecture: CHEM 121 (or 122) and 124 or 125
 - Introductory chemistry lab: CHEM 123, 126
 - Two to four additional courses
- 2. A more relaxed schedule, postponing chemistry until sophomore year.**
 - Introductory biology lecture series: BIOL 115-116.
 - Introduction to experimental biology: BIOL 109Y-110Y.
 - Five to seven additional courses
- 3. To keep biology possible as a major, or possibly a minor, select one of the following:**
 - Introductory biology lecture series: BIOL 115-116.
 - One introductory lecture (BIOL 115) and a full year of chemistry lecture plus chemistry lab.

For students considering medicine and other health fields

For students considering medical, dental, nursing, or veterinary postgraduate programs, there is usually a requirement of a minimum of two semesters of biology with the corresponding laboratory work. BIOL 115 and 116 plus the laboratory sequence BIOL 109Y-110Y satisfy this requirement. For more information and suggested first-year course schedules, see the pre-health advising Web page at www.kenyon.edu/premed.

Department of Chemistry

NATURAL SCIENCES DIVISION

Chemistry is often called the central science, overlapping significantly with biology, physics, psychology, mathematics, geology, and engineering. All studies of matter at the molecular level (for example, biochemistry, molecular biology, pharmacology, neuroscience, nanoscience, computational chemistry, solid-state physics, geochemistry, the environmental sciences, and material science and engineering) depend on the theories and methodologies of chemistry.

FOR FIRST-YEAR STUDENTS

Students enroll in chemistry courses for many reasons. Some are interested in majoring in chemistry, biochemistry, or molecular biology. Some intend to major in biology or neuroscience, both of which require chemistry courses. For other sciences (such as physics), chemistry is often recommended, or it may be required for graduate work. Some students take chemistry to fulfill a pre-med requirement. Others take it to meet Kenyon's diversification requirement in the Natural Sciences Division.

Where should you start?

Students who anticipate studying chemistry beyond the introductory level are encouraged to begin the study of chemistry in the first year. To take any advanced chemistry course (including organic chemistry), you must complete the first-year sequence of chemistry (two lectures and two lab courses). This sequence fulfills requirements for the chemistry and biochemistry majors (as well as some other majors) and the pre-med program.

Option 1: Introductory Chemistry (two choices)

Introductory Chemistry (CHEM 121) is designed for students who desire a thorough coverage of the chemistry fundamentals. Most, but not all, students have taken high-school chemistry.

The course typically has larger enrollments than CHEM 122 and includes some upperclass students.

Chemical Principles (CHEM 122) is designed for students who have a particularly strong background in chemistry (e.g. at least two years of high-school chemistry, AP scores of 4 or 5, and calculus); it provides a faster-paced approach to the introductory material, and coverage of more special topics. Enrollment is limited to first- and second-year students.

Note: Students planning to continue beyond one year of chemistry and students enrolled in CHEM 122 must also enroll in CHEM 123 (“Introductory Chemistry Lab”).

Option 2: Organic Chemistry

For highly motivated and well-prepared students, the department recommends beginning with Organic Chemistry (CHEM 231, 232/ CHEM 233, 234). Discuss this option with members of the faculty.

Option 3: Courses for non-majors

If you are interested in a one-semester or one-year introduction to special topics in chemistry, consider CHEM 108 (“Solar Energy”), CHEM 109 (“Neurochemistry”), and CHEM 110 (“Environmental Chemistry”). These courses do not serve as prerequisites for higher-numbered courses in the department.

First-year students considering options 1 or 2 must take the Chemistry Readiness Test and Survey during Orientation. The department will notify your faculty advisor about which course is best for you. (Note that CHEM 121, 122, and 231 all meet at the same time.) After the first year, all students begin with CHEM 121.

For more information: www.kenyon.edu/chemistry



Department of Classics

HUMANITIES DIVISION

The study of the classics concerns itself with the one fixed point of reference in the liberal arts: the origins. The very notion of liberal arts is a creation of ancient Greece and Rome. Courses in the classics are intended to acquaint the student with the languages, literatures, and civilizations of those cultural wellsprings. Because classics comprehends all aspects of the ancient civilizations of the West, it is in fact an interdisciplinary field.

Greek and Latin are fundamental languages of the West, with literatures extending over three millennia. Serious study of Greece and Rome (as of most cultures) must include the study of their languages. Coursework in Greek, Latin, and classical civilization enhances understanding of subjects as diverse as art history, drama, history, philosophy, linguistics, political science, religion, and the modern literatures of Europe and America. Indeed, almost any study of the Western intellect and imagination looks repeatedly toward Greece and Rome and does so to greatest advantage through the lucid windows of the original languages.

The department encourages its students to study abroad, especially in Greece and Italy, but in many other countries as well, either during the summer or for a semester or year.

FOR FIRST-YEAR STUDENTS

New students are encouraged to take Latin and/or Greek at the appropriate level. Those who have previously studied Latin or Greek should consult with a member of the departmental faculty to determine which course would be appropriate. The department offers proficiency tests in both Latin and (on demand) Greek during Orientation, and in Latin once during each semester. For many reasons, it is ideal for students to begin studying a

language in their first year of college, and Kenyon's elementary courses in both Latin and Greek are specifically designed to meet their needs. No previous linguistic training is required or assumed for these courses, but regular attendance and thorough preparation are crucial.

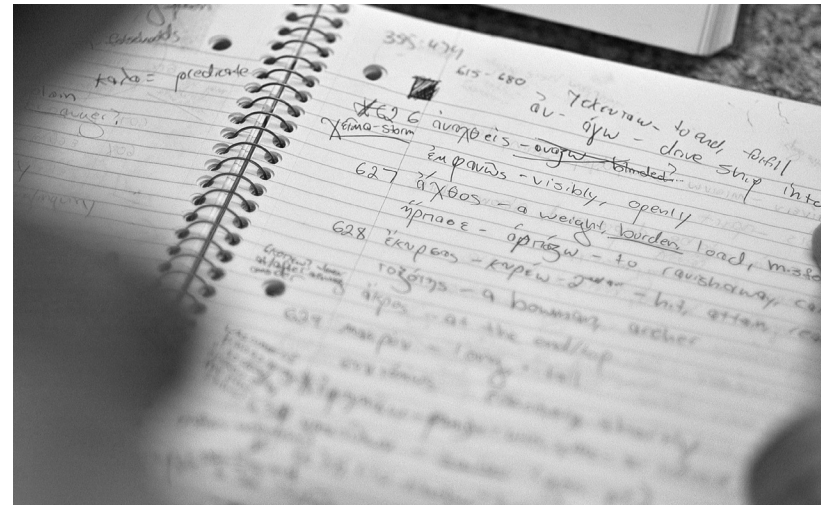
First-year students are also advised to take the classical civilization courses. Courses in classical civilization do not require a knowledge of Greek or Latin. Under this heading, students' particular interests may lead them to courses that concern ancient history, literature, myth, or archaeology. Please note that the distinction between civilization courses at the 100 level and 200 level is not one of difficulty. Courses at the 200 level tend to have a narrower focus than the surveys at the 100 level, but both typically combine lectures and discussions, and the work may involve presentations, papers, and tests.

LANGUAGE REQUIREMENT

To satisfy the language requirement through previous study in Latin, a student needs a score of 4 or 5 on the Latin Advanced Placement exam or must pass the department's proficiency test.

CLASSICS MAJORS AND MINORS

Students majoring in classics may choose any one of the four forms of the major: (1) Latin and Greek, (2) Latin, (3) Greek, or (4) Classical Civilization. Students minoring in classics may choose any of the three forms of the minor: (1) minor with language emphasis, (2) minor with civilization emphasis, or (3) minor with language and civilization emphasis.



For more information: www.kenyon.edu/classics

Department of Dance, Drama, and Film

FINE ARTS DIVISION

The performing arts of stage and screen, past and present, are the concern of the Department of Dance, Drama, and Film. The central objects of study are the play, the film, and the dance, and the ways they are brought to life before an audience. Students learn by doing the jobs of the artists who collaborate to make these works. Some courses concentrate on the arts as they were performed in their historical and cultural context; others explore in depth the craft of the artists: the playwright, screenwriter, choreographer, actor, dancer, director, designer, and filmmaker.

Almost all courses require, in conjunction with reading and critical writing, the performance of problems and exercises. Students are encouraged to pursue independent work either in historical and critical research or in creative activity. All courses in the department are open to every student in the College; certain courses have prerequisites noted in the course descriptions. Majors are given some preference for admission to upper-level courses.

FOR NEW STUDENTS

DANC 105 is the most appropriate introductory course for first-year students interested in dance. DRAM 111 is the introductory course most appropriate for first-year students interested in either drama or film. Students interested in film should note that DRAM 111, offered in the fall semester, is a prerequisite to FILM 111, which is offered in the spring semester. As the foundation on which the other coursework in the department is built, these courses are recommended to students considering majors in the department. They are also recommended for other students wishing to diversify their course of study by fulfilling distribution requirements in the fine arts. The majors in dance, drama, and film are normally open to students whose performance in the appropriate introductory course has been good.

THE DEPARTMENT'S MAJOR AND MINOR

Students may choose a major with an emphasis in dance, drama, or film. A minor in dance is also available.



For more information: www.kenyon.edu/danceanddrama

Department of Economics

SOCIAL SCIENCES DIVISION

Do immigrants lower the wages of native workers? Why do some African economies grow so slowly? Why are buffalo almost extinct but cattle so plentiful? Do government deficits mortgage our children's future? Does an increase in the minimum wage help unskilled workers? These are some of the questions that economists try to answer using the tools of economic analysis. In the study of economics, students learn to build, test, and revise models of behavior—of consumers, firms, workers, and the government—and examine how these economic agents interact in markets—both at the individual level in microeconomic analysis and at the economy-wide level in macroeconomic analysis.

By integrating theory, analytical models, data, quantitative research methods, and public policy issues, the economics professors at Kenyon help students understand and predict social behavior in the world around them. Students then are able to analyze important social problems like unemployment, pollution, race and gender discrimination, and inflation. This analysis allows them to intelligently evaluate public-policy proposals that are offered as solutions to these problems.

Economics is a highly integrated discipline in which most economists work simultaneously with theory, analytical models, data, quantitative research methods, and public-policy issues. Each economics course at Kenyon introduces all of these elements, in varying mixes. The common thread among the courses is reliance on models that explain and predict human behavior. Economics courses at Kenyon are designed to help students develop the ability to think in a rigorous, analytical fashion and to develop communication skills. This emphasis places economics at the heart of liberal arts education.

FOR FIRST-YEAR STUDENTS

ECON 101 (“Principles of Microeconomics”) and ECON 102 (“Principles of Macroeconomics”) are the complementary set of foundation courses in economics. Both are lecture and discussion courses, with usually between twenty and thirty students in each section. The introductory courses survey theories of producer and consumer behavior and show how these theories can be used to predict the consequences of individual, business, and government actions. Current public-policy issues are also studied. Different instructors teach sections of these courses using different teaching styles. All sections, however, feature several examinations each semester, and in most sections there are also homework assignments and quizzes.

These courses are an excellent introduction to economics for those who plan no further work in the discipline, but they are also the foundation and prerequisites for all upper-level courses and the first courses in the economics major.

There are significant advantages in taking ECON 101 and ECON 102 as a first-year student. The courses prepare one to take virtually any other economics course starting in the sophomore year. Students who are seriously considering an economics major often find this early start helpful.

The department has found that even students who have done very well on the AP economics exams (microeconomics, macroeconomics) benefit from taking ECON 101 and/or ECON 102. If students do want to use their AP scores to place out of these courses, however, the following guidelines apply: Only those who have received scores of 5 on both exams may, if they desire, place out of both ECON 101 and 102. Those who have received a 4 or 5 on one of the AP exams may place out of the corresponding Kenyon course – ECON 101 for the AP microeconomics exam, ECON 102 for the AP macroeconomics exam.

THE ECONOMICS MAJOR

Students who plan to major in economics and also study off campus should seriously consider enrolling in ECON 101 and 102 as first-year students and ECON 201 and 202 (intermediate economic theory) as second-year students to provide a sound base for off-campus study.

For more information: www.kenyon.edu/economics

Department of English

HUMANITIES DIVISION

To study English at Kenyon is to enter a dynamic community of teachers and students dedicated to reading with active understanding and wide appreciation, to writing with clarity and grace, and to exploring themselves and the world through the intensive study of literature. Because English is a multidisciplinary discourse that helps students learn to analyze texts, explore cultural contexts, ask wide-ranging questions, think critically, and communicate their ideas forcefully, it has broad relevance regardless of one's eventual major.

FOR FIRST-YEAR STUDENTS

First-year seminars. The English Department has designed an engaging series of small, seminar-style classes, each focused upon a distinctive theme, to introduce students to the study of literature. First-year students will discover that the critical and creative reading and thinking skills and the close instruction in analytic writing they receive in introductory English courses will serve them well in many different disciplines throughout their college careers. Therefore, we encourage all entering students to consider enrolling in at least one introductory English course during their first year. Since ENGL 103 or ENGL 104 is a major requirement for the Class of 2015 and after, we strongly advise anyone considering the English major to enroll in one of these classes in their first year. First-year students who have completed ENGL 103 in the fall may elect to continue their study in English at the 200-level in the spring, as described below. Pre-med students are also advised to enroll in ENGL 103 or 104 in their first or second year, since these courses are typically not open to juniors or seniors.

Every section of ENGL 103 (fall semester) and ENGL 104 (spring semester) is writing-intensive and discussion-centered and will introduce students to genres such as the epic, the novel, drama, lyric poetry, film, and short story, and to texts from a range of historical periods. As the following titles suggest, each section is organized around a theme shaped by the expertise and interest of the individual instructor. Course descriptions are available in the online catalog.

Sections of ENGL 103 offered in Fall 2013

- ENGL 103.01:** Animals in Literature. *Carson*
ENGL 103.02: Pastoral and Anti-Pastoral. *Clarvoe*
ENGL 103.03: The Writer in the Text. *Davidson*
ENGL 103.04: Dirt and Disorder. *Fernando*
ENGL 103.05: The Craft of Truth. *García*
ENGL 103.06: Metapoetics and Metafiction. *Hawks*
ENGL 103.07: Outlaws. *Laycock*
ENGL 103.08: Human Rights and Global Literature. *Lewis*
ENGL 103.09: Imaginary Homelands. *McMullen*
ENGL 103.10: Identities and Epiphanies. *Mankoff*
ENGL 103.11: Literature and Representation. *Mason*
ENGL 103.12: Secrets and Confessions. *Murthy*
ENGL 103.13: What's Love Got to Do With It. *O'Neill*
ENGL 103.14: Writing the Race. *Schoenfeld*
ENGL 103.15: Queer Identities. *Rogers*
ENGL 103.16: The Assault of Laughter. *Staff*

Sections of ENGL 104 offered in Spring 2014

- ENGL 104.01:** Monsters and Monstrosity. *Carson*
ENGL 104.02: Dirt and Disorder. *Fernando*
ENGL 104.03: The Craft of Truth. *García*
ENGL 104.04: Metapoetics and Metafiction. *Hawks*
ENGL 104.05: Human Rgts. and Global Literature. *Lewis*
ENGL 104.06: What's Love Got to Do With It. *O'Neill*
ENGL 104.07: Family Dramas. *Schoenfeld*

200-level courses. We advise students exploring English as a possible major to enroll in one of the intermediate-level courses designated ENGL 210-299 as soon as they have completed ENGL 103 or 104. 200-level English courses are small, discussion-centered and writing-intensive literature classes that may focus on particular formal or generic studies, on individual historical periods or national traditions, or on specific critical problems. Future English majors are especially advised to consider enrolling in ENGL 213, (“Texting: Reading Like an English Major”), which will introduce them to key skills, methods, and critical approaches in the study of literature. Descriptions of each of the following courses are available in the online catalog.

A NOTE ABOUT CREATIVE WRITING COURSES

Since entrance to creative writing courses is by submission and permission only, enrollment in fall-semester creative writing courses is not possible for first-year students. However, first-year students may pursue admission to spring-semester creative writing courses by submitting a three-page writing sample in the appropriate genre in mid-October and seeking permission to enroll. Students should watch their e-mail for specific instructions from the English Department’s administrative assistant about submitting samples and enrolling in creative writing courses.

For more information: www.kenyon.edu/english

Program in Environmental Studies

INTERDISCIPLINARY

The Environmental Studies Concentration provides an interdisciplinary framework for understanding the interactions of individuals, societies, and the natural world.

The concentration brings together the different perspectives of the humanities, life sciences, physical sciences, and social sciences. The academic program is enhanced by the 480-acre Brown Family Environmental Center (BFEC). The BFEC, within walking distance of campus, features a wide range of natural and managed habitats and includes part of the Kokosing River.

The program's goals are to increase basic knowledge in the relevant subjects and to learn techniques for evaluating complex issues, especially those with both technological and social components. The implications of our interaction with the environment extend well beyond either natural or social sciences, however, as ethics and aesthetics are integral to those interactions. Consequently, the concentration knits together many traditional academic disciplines, drawing on coursework in anthropology, economics, philosophy, political science, religious studies, and sociology, in addition to biology, chemistry, and physics. In addition, the concentration can be integrated with a major in international studies.

FOR FIRST-YEAR STUDENTS

First-year students are encouraged to take ENVS 112, "Introduction to Environmental Studies." Other courses appropriate for first-year students who are interested in this program include BIOL 115, CHEM 108, and ECON 101.

OTHER OPPORTUNITIES

The program encourages students to think in more global terms, through affiliations with the School for Field Studies (which provides classes in Australia, British West Indies, Costa Rica, Kenya, and Mexico) and the Organization for Tropical Studies, as well as through off-campus study opportunities like the Duke University Marine Laboratory and the Semester in Environmental Science at Woods Hole.

THE CONCENTRATION

The program offers a concentration, requiring courses in biology and chemistry as well as environmental studies, with electives available in a number of other fields.



For more information: www.kenyon.edu/environmentalstudies

Department of History

SOCIAL SCIENCES DIVISION

As historians, we come to a better understanding of the world by studying what the past has left behind. We use a variety of methodologies and sources to examine change over time and the connections between human beings, cultures, politics, and places. History matters not only in its own right, but also because the stories of the past enlighten the predicaments of the present. As demonstrated in history courses at Kenyon, the discipline of history requires diverse approaches and serious engagement with different parts of the world and different moments of time.

Through departmental course offerings, the major, the minor, and faculty participation in interdisciplinary studies, we teach students to join us in exploring the world's past. We encourage off-campus study and learning foreign languages; we sponsor speakers and arrange formal and informal gatherings to encourage students to reflect on the human past as a way to understand their world.

The History Department is global in orientation, collectively covering the history of most regions of the world and the connections between them. Among the faculty are historians of Africa, East Asia, South Asia, Central Asia and the Islamic World, Latin America, Western Europe (Medieval and Modern), Eastern Europe, the United States, and the Americas broadly conceived.

FOR FIRST-YEAR STUDENTS

The History Department strongly recommends that first-year students consider taking HIST 100, "The Making of the Contemporary World." This is a course designed to introduce students both to the history department as a whole and to key issues that, we believe, shape society today. There are two iterations of the course. One focuses on the 1920s and 1930s, a period that set in motion many of the trends, political changes, economic patterns, and social questions that shape the world we inhabit. The other examines the unfolding of those trends and struggles from 1945 to 1990 in a global landscape transformed by the intervening world war and in the context of the Cold War.

In HIST 100, the class alternates between small discussion sections about primary source texts and contextualizing lectures by members of the History Department. First-year students get to meet department members and to do what excites us most, read the voices of historical moments and talk about them. Among the authors and texts used in HIST100 for the post-1945 period are Franz Fanon, *A Dying Colonialism*; Muhammad Yunus, *Banker to the Poor*; Che Guevara, *Reminiscences of the Cuban Revolutionary War*; and Massoumeh Ebtekar, *Takeover in Tehran*. On the 1920s and 30s, we often read Richard Wright, *Black Boy*; Tran Tu Binh, *Red Earth*; Kaneko Fumiko, *Prison Memoir*; Ilya Ilf and Evgeny Petrov, *Little Golden America*; and George Orwell, *Homage to Catalonia*. In addition, first-year students in HIST 100 have opportunities to work on their writing skills in ways that benefit them later.

FOR ALL STUDENTS INCLUDING FIRST-YEARS

Any course numbered between 101-199 is designated as an introductory course on a particular subject or region. These courses are suitable both for those who plan further work in the field and for those who intend to enroll in only one or two history courses. These are certainly appropriate for first-year students. Nevertheless, unless otherwise noted in the course description, first-year students—especially those with a strong background in history—may enroll in any course numbered below 300. Courses numbered

For more information: www.kenyon.edu/history



300 to 499 are advanced seminars with limited enrolment, usually requiring sophomore standing or above.

THE HISTORY MAJOR AND MINOR

The department offers both a major and a minor and participates in the Asian Studies Joint Major. History majors often study abroad and many participate in interdisciplinary programs in a number of fields. First-year students interested in pursuing history should see the departmental Web page.

Integrated Program in Humane Studies

INTERDISCIPLINARY

The Integrated Program in Humane Studies (IPHS) engages students in an intensive study of classic works from a wide range of historical contexts, cultural settings, and fields of knowledge.

The program's mission is to encourage and to help guide intellectual exploration and experimentation. Balancing tradition and innovation, IPHS is dedicated to helping students to express their analyses and evaluations of classic works ranging from Homer and Dante to Austen and Proust, in a clear and articulate manner.

By discovering—or creating—links between areas of knowledge and modes of knowing, IPHS encourages students to think carefully and critically. It also provides students with the opportunity to experiment with an array of expressive media, including essays, films, multimedia presentations, and graphic arts. These projects enable students to develop their abilities in written communication, oral communication, critical thinking, and new media skills, including design and composition.

For more information: www.kenyon.edu/iphs

FOR FIRST-YEAR STUDENTS

IPHS blends lectures, small seminars, and student-faculty tutorials. This approach allows students to work closely with their professors.

The first-year course in IPHS is the year-long “Odyssey of the West,” consisting of the fall-semester course IPHS 113Y, “Odyssey of the West: Love and Justice,” and the spring-semester course IPHS 114Y, “Odyssey of the West: Reason and Revolt.” In the fall semester, students explore the themes of love and justice, purity and power, fidelity to the family, and loyalty to the state. Through reading selections from the Hebrew Bible, Homer, Plato, Aristotle, Thucydides, Virgil, Dante, and others, the class investigates these themes as they find expression in the Judeo-Christian and Greco-Roman traditions and in their European legacies.

In the spring semester, the class focuses on the themes of law and disorder, harmony and entropy, and modernity and its critics. Beginning with Machiavelli, Shakespeare, and Hobbes, students investigate the desire to construct a unified vision through reason; then they examine the disruption or refinement of that vision in the works of such authors as Nietzsche, Darwin, and Marx. Throughout the year, the class explores the connections between the visual arts, literature, and philosophy. In tutorial sessions, students concentrate on developing the craft of writing.

Students will complete 1.0 unit of their humanities diversification and 0.5 unit of their social sciences diversification (political science) by completing the first-year course.

Program in International Studies

INTERDISCIPLINARY

The International Studies Program enables students to analyze an increasingly global society using the foundations of the liberal arts.

International studies majors concentrate in one of four thematic tracks—international development, transnationalism, global environment, or cultural studies—taking a focused set of courses from several disciplines to develop their understanding of that topic. Majors apply that knowledge to the sustained study of a particular region of the world, where they spend at least a semester abroad studying, living in, and experiencing a foreign culture.

International studies majors must have an adventurous spirit and a high level of personal motivation. They must learn foreign languages, study in distant countries, and think rigorously across disciplinary boundaries. The program especially encourages students to study the problems and challenges of the less-developed world.

FOR FIRST-YEAR STUDENTS

International studies majors select an area concentration and follow a series of courses in one of the program's four thematic tracks. The program faculty strongly recommends that first-year students take language courses in a language appropriate for the geographical area in which they plan to concentrate (Spanish for Latin America, Chinese for China, and so forth). Language study is vital, for success in off-campus study in the area concentration depends heavily on language skills. Second, you should consult the detailed program description online and look carefully at the courses listed as introductory courses in the core track courses under each of the four thematic tracks. Consider taking one or more of the courses listed there that can serve in more than one thematic track—e.g., ANTH 113 (“Introduction to Cultural Anthropology”), ECON 101 (“Principles of Microeconomics”), PSCI 260 (“International Relations”), or SOCY 105 (“Society in Comparative Perspective”). Another strongly recommended first-year course is HIST 190 (“The Making of the Contemporary World”). Students should consult the director of the program during the year for additional advice.

For more information: www.kenyon.edu/internationalstudies

Program in Islamic Civilization and Cultures

INTERDISCIPLINARY

The focus of this concentration is the study of Islamic civilization as a global and multicultural phenomenon. There are currently more than a billion Muslims in the world. They live in dozens of countries and speak hundreds of languages and dialects. They are the majority population in a region extending from Morocco to Indonesia.

The impact of the civilization connected with Islam on world history has been complex and profound. The founding of the religion of Islam and the first Islamic polity by the Prophet Muhammad was a major turning point in human history. The subsequent Islamic empires that arose in the immediate wake of the rise of Islam—the Umayyad and the Abbasids—not only had a tremendous effect on the political and economic nature of the global system, they also became centers of intellectual and cultural fluorescence. Following the fall of Baghdad to the Mongols in the thirteenth century, the conversion of Turko-Mongol tribes to Islam led to a remarkable new series of Islamic polities that transformed the Eurasian world not only through military conquest but also by providing links for trade and diplomacy. Islam played similarly crucial roles in the histories of Africa and Southeast Asia.

From the Taj Mahal and the libraries of Timbuktu to the Blue Mosque in Istanbul and the Alhambra palace in Spain, Islamic societies generated remarkable works of art, architecture, and literature. The rise of European power and the subsequent colonization of much of the Islamic world brought new challenges. In the contemporary world, the role of Islam in global and local affairs is deeply contested. The purpose of this concentration is to allow students to study systematically and coherently the global civilization of Islam—its religious traditions, histories, and cultures—in all of its diversity.

FOR FIRST-YEAR STUDENTS

First- and second-year students may begin with any introductory course that deals with Islamic civilization or its cultures. RLST 240 (“Classical Islam”), HIST 166 (“History of the Islamic World”), or HIST 264 (“History of Modern Middle East”) are especially designed as introductory courses and are open to first-year students. Students hoping to spend all or part of their junior year in the Arabic-speaking world should begin their study of Arabic in the first two years at Kenyon.



For more information: www.kenyon.edu/islamiciv

Program in Latino/a Studies

INTERDISCIPLINARY

The Latino/a Studies Concentration examines the diverse experiences of peoples in the U.S. who trace their origins to the countries of Latin America and the Spanish Caribbean. The program embraces coursework in a range of disciplines, including American studies, art, English, history, psychology, Spanish, sociology, and women's and gender studies.

Through the use of cultural immersion, ethnic-specific epistemological frameworks, and multidisciplinary perspectives and approaches, this program offers a rich cognitive context to study, analyze, reconstruct, and reflect the Latino/a experience in the United States as well as its wider impact in the world. Through an integrative representation of the experience of this largest (and growing) U.S. minority, the concentration encourages students to understand the multidimensional and vigorous contributions of the Latino/a population to modern history.

The concentration emphasizes service learning, preparing students to link key issues from their coursework to community activities and needs, so as to strengthen their civic awareness and engagement. Aiming to shape a personal and public commitment to social justice, the faculty of the program is strongly dedicated to the promotion of service learning as a valuable learning tool to enrich the understanding of the Latino/a experience.

Nepantla, a Nahuatl word referring to “the land in the middle,” serves as an epistemological anchor for the concentration—a concept embracing Latino/a “border crossings” and a strategy to defy systemic forms of domination and to negotiate notions of power, identity, and coloniality. By the twentieth century, this notion was transformed into the theoretical approach known as “Border Theory.” In keeping with the spirit of *nepantla*, the concentration will expose students to action-oriented pedagogy and theoretical frameworks, such as border theory, postcolonial studies, and liberation psychology. These alternative pedagogies will enable students to acquire the critical skills to not only understand the culturally diverse histories of Latinos and Latinas in the U.S. but also appreciate Latino/as as significant actors in both global and national history.

FOR FIRST-YEAR STUDENTS

First- and second-year students may begin with any of the core courses listed below. Note, however, that some of the core courses have prerequisites. To take SPAN 381, for example, you must either demonstrate advanced proficiency on the Spanish placement

examination during Orientation or complete SPAN 321, Advanced Grammar, Conversation, and Composition. Students who have to fulfill the language requirement for the concentration should begin their study of Spanish in the first two years at Kenyon.

The core courses are:

ART 391: Studio Views: Identities and Chicano Art

ENGL 273: Introduction to Latino Literature and Film

HIST 323: Borderland History

PSYC 328: Latino Psychology

SPAN 380: Introduction to Chicana/o Cultural Studies

SPAN 381: Resisting Borders: Contemporary Latino/a Literature

THE CONCENTRATION

The program offers a concentration.

For more information: www.kenyon.edu/latinostudies

Program in Law and Society

INTERDISCIPLINARY

Kenyon's concentration in law and society is an acknowledgment of the increasing importance within the best liberal arts institutions of programs that emphasize the study of law, legal institutions, and the legal profession. This program is designed to provide students with a comprehensive, coherent curricular structure within which to examine a plethora of law-related issues that emerge across disciplines and for which these various disciplines seek, if not to find the correct answers about law, to ask appropriate questions.

Students pursuing this area of study will ponder the relationship between law and human behavior and the role of law in society. They will focus their work in three primary areas: philosophies of law, law as a social institution, and law and government.



FOR FIRST-YEAR STUDENTS

First-year students who may be interested in this concentration should start by taking one or more introductory courses in one of the social sciences. This experience would give them good preparation for LGLS 110, “Introduction to Legal Studies,” which is ordinarily intended for students who have attained at least sophomore standing. LGLS exposes students to a variety of disciplinary approaches to the study of law and legal phenomena.

OTHER OPPORTUNITIES

The John W. Adams Summer Scholars Program in Socio-Legal Studies provides students with an opportunity to conduct research on law and policy that is both domestic and international in scope.

For more information: www.kenyon.edu/lawandsociety

Department of Mathematics and Statistics

NATURAL SCIENCES DIVISION

For well over two thousand years, mathematics has been a part of the human search for understanding. Mathematical discoveries have come both from the attempt to describe the natural world and from the desire to arrive at a form of inescapable truth through careful reasoning that begins with a small set of self-evident assumptions. These remain fruitful and important motivations for mathematical thinking, but in the last century mathematics has been successfully applied to many other aspects of the human world: voting trends in politics, the dating of ancient artifacts, the analysis of automobile traffic patterns, and long-term strategies for the sustainable harvest of deciduous forests, to mention a few.

Today, mathematics as a mode of thought and expression is more valuable than ever before. Learning to think in mathematical terms is an essential part of becoming a liberally educated person.

Kenyon's program in mathematics endeavors to blend inter-related but distinguishable facets of mathematics: theoretical ideas and methods, the modeling of real-world situations, the statistical analysis of data, and scientific computing. The curriculum is designed to develop competence in each of these aspects of mathematics in a way that responds to the interests and needs of individual students.

FOR FIRST-YEAR STUDENTS

For those students who want only an introduction to mathematics, or perhaps a course to satisfy a distribution requirement, selection from MATH 105, 106, 111, 116, and 128 or SCMP 118 is appropriate. Students who think they might want to continue the study of mathematics beyond one year, either by pursuing a major or minor in mathematics or as a foundation for courses in other disciplines, usually begin with the calculus sequence (MATH 111, 112, and 213). Students who have already had calculus or who want to take more than one math course may choose to begin with MATH 106 ("Elements of Statistics") and MATH 206 ("Data Analysis") or SCMP 118 ("Introduction to Computer Science"). A few especially well-prepared students take MATH 224 ("Linear Algebra")

or MATH 222 (“Foundations”) in their first year. (Please see the department chair for further information.)

MATH 111 is an introductory course in calculus. Students who have completed a substantial course in calculus might qualify for one of the successor courses: MATH 112 or 213 (see placement information below). MATH 106 is an introduction to statistics, which focuses on quantitative reasoning skills and the analysis of data. SCMP 118 introduces students to computer programming.

PLACEMENT INFORMATION

If you have taken an AP exam in calculus, computer science, or statistics, you will see the department’s recommendation for placement below. For those students who do not have Advanced Placement or who are unsure about the validity of their AP scores, the department also offers placement exams. Using the results on these

<i>Exam Taken</i>	<i>Score</i>	<i>Recommendation</i>	<i>Credit</i>	<i>Equivalent</i>
Calculus AB	4 or 5	Math 112	0.50	Math 111
	3	Math 111 or see chair		
Calculus BC	4 or 5	Math 213	0.50	Math 112
	3	Use AB subscore for placement		
Computer Science A	4 or 5	Math 218	0.50	SCMP 118
	3	SCMP 118		
Computer Science AB	4 or 5	See Prof. Aydin	0.50	Math 218
	3	See Prof. Aydin		
Statistics	4 or 5	Math 206 or 216	0.50	Math 106
	3	Math 106 or 116		

exams and other entrance information, students have many opportunities to get advice about their course selection in mathematics. All students who do not have Advanced Placement credit are encouraged to take the placement exam that is appropriate for them.

Students with questions about the International Baccalaureate program, British A-levels, and so on, should see registrar.kenyon.edu or contact the chair of the department.

Almost all introductory math courses (and many mid- and upper-level math courses) are taught in computer-equipped classrooms. Students will make great use of a variety of computer software packages in their math courses. In calculus, for example, students use the computer algebra system Maple, and in statistics the packages are Minitab, SAS, or R. No prior experience with these software packages or programming is expected, except in advanced courses that presuppose earlier courses in which use of the software or programming was taught.

The Mathematics Department does not require students to have calculators, and does not recommend one calculator over another. Many students do bring their calculators with them to Kenyon, though, and many make regular use of their calculators. Additionally, Kenyon has a site license that allows students to download Maple onto their own personal computers. Software packages used in math courses are also available to students in several different public computer labs across campus.

For more information: www.kenyon.edu/math

Department of Modern Languages and Literatures

HUMANITIES DIVISION

Study in the Department of Modern Languages and Literatures (MLL) aims to deepen the understanding of languages and cultures in their uniqueness and diversity, to develop the communication and analytical skills which provide access to those cultures, and to invite reflection on the literary traditions and societies represented by the eight disciplines taught in the department.

MLL offers language, literature, culture, and cinema courses in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish, as well as courses in linguistics. Literature and culture courses are taught in the original languages, with occasional courses taught in translation, allowing students with limited or no knowledge of the target language to explore the richness of its literary and cultural heritage.

PLACEMENT EXAMINATIONS

During Orientation, placement tests in French, German, and Spanish as well as other languages will be given to incoming students. The list of departmental recommendations regarding placement will be made available to faculty advisors as soon as the tests have been processed. Students who have studied more than one modern language in secondary school and are considering courses in more than one language or literature should take the placement test in the language in which they feel most competent or which they are most likely to continue studying at Kenyon.

Arrangements can be made with individual instructors to determine placement for the other language or languages. Students who have scored 3, 4, or 5 on the College Board Advanced Placement test in language or literature, or 540 or above on the SAT II test in language, need not take a placement examination in that language and will have fulfilled the College's language require-

For more information: www.kenyon.edu/ml

ment. Kenyon faculty advisors will receive a list noting Advanced Placement credit and recommend appropriate course levels.

FOR FIRST-YEAR STUDENTS

Depending on your interests, your language background, and the results of your placement test, many departmental offerings are open to you and are appropriate for diversification credit. It is not unusual for students with four to five years of language study in high school to be recommended for placement in an advanced language course (e.g., a course numbered 321) or in an introductory literature course.

Beginning and middle-level courses: language skills. Courses numbered 111Y-112Y (and Arabic 101-102) are beginning language classes. These courses stress the acquisition of the four basic language skills (oral comprehension, speaking, writing, and reading) while incorporating some cultural and/or literary materials. All introductory language courses listed as 111Y-112Y are taught through the Kenyon Intensive Language Model (KILM), an intensive approach that allows students to gain in one year the linguistic competence and cultural literacy normally acquired after one and a half to two years of nonintensive study. KILM classroom activities aim at dispelling inhibitions and encouraging communication. For each meeting with the professor (typically four times per week), there is a session with a Kenyon undergraduate apprentice teacher (AT) working with a group of approximately six to eight students. Apprentice-teacher classes usually meet in the late afternoon or early evening and are arranged during the first days of class each semester.

Courses numbered 213Y-214Y are middle-level or intermediate classes. These courses continue to develop the basic skills introduced in the beginning-level classes, usually with increasing emphasis on cultural materials, vocabulary, and reading skills. The classes usually meet three days per week, with one or two additional hours per week with the apprentice teacher.

Advanced-level courses: language and culture. The following courses serve to further develop language skills, and several also serve as an introduction to the literatures and cultures of the language. Students are recommended for these courses on the basis of their scores on the placement examination, SAT II exams, AP credit, or previous coursework in the language.

ARBC 321: Advanced Arabic

CHNS 321, 322: Advanced Chinese Language

FREN 321: Advanced Composition and Conversation

FREN 323, 324: Approaches to French Literature I and II

GERM 321: Advanced Conversation and Composition

GERM 325: Survey of German Literature and Culture

ITAL 321: Advanced Italian

ITAL 340: Survey of Italian Literature

JAPN 321, 322: Advanced Japanese

RUSS 321, 322: Advanced Russian

SPAN 321: Advanced Grammar, Conversation, and Composition

SPAN 324: Introduction to Spanish Literature

SPAN 325: Introduction to Spanish-American Literature

SPAN 337: Literature and Popular Culture in Spain

Department of Music

FINE ARTS DIVISION

The Department of Music aims to increase a student's sense of the richness and importance of music in the human experience. Because music is embedded in issues such as identity, ritual, politics, and aesthetics—to name just a few—it becomes a gateway for students to understand themselves and the world around them.

The department offers a curriculum through which students can explore any or all facets of the discipline. Whether the student opts for classes in ethnomusicology, musicology, music theory, or applied study, the coursework emphasizes the interconnectedness of listening, creativity, and critical thinking by which one becomes a more articulate practitioner of the musical arts.

FOR FIRST-YEAR STUDENTS

Classes. First-year students are encouraged to register for MUSC 101 (“Basic Musicianship”) and/or MUSC 102 (“Introduction to Music Style”), as these are the “gateway courses” for other music classes offered at Kenyon. Students who already have some background in music theory should take the Music Theory Placement Exam, which will place them either in MUSC 101 or in the year-long music theory class, MUSC 121Y-122Y.

Private lessons. Students are also welcome to enroll in private lessons. Lessons are offered in all of the major Western instruments, and instruction is available in a variety of styles (classical, jazz, and so forth). There are no prerequisite courses for these lessons. The College charges a fee for private lessons, however. For music majors, once students reach their sophomore year, these music lesson fees are waived. All private lessons are taken for course credit.

Ensembles. Students are welcome to audition for and/or participate in the department's ensembles, and there are many to choose from. They include: MUSC 471 (Community Choir), MUSC 472 (Knox County Symphony), MUSC 473 (Chamber Singers), MUSC 479 (Symphonic Wind Ensemble), MUSC 480 (Jazz Ensemble), and MUSC 481 (Asian Music Ensemble). There are also smaller chamber music groups, established based on instructor availability and student interest. Some of our ensembles (e.g., Jazz Ensemble, Chamber Singers, and Knox County Symphony) are competitive, requiring auditions. Others, such as Community Choir and Symphonic Wind Ensemble, require an audition but solely for purposes of placement within the group. Like private lessons, all ensembles are taken for course credit.



For more information: www.kenyon.edu/music

Program in Neuroscience

INTERDISCIPLINARY

Neuroscience studies brain-behavior relationships in order to understand the roles they play in regulating both animal and human behavior. A thorough knowledge of the functions of the nervous system is essential to understanding the vicissitudes of psychological experience, general behavior, and clinical disorders. Therefore, the study of the nervous system and the brain—anatomically, physiologically, and biophysically, at both the microscopic and macroscopic levels—is central to the Neuroscience Program.

In recent years, neuroscience has become the most rapidly developing interdisciplinary area in the sciences. This field integrates the knowledge, research methods, and modern laboratory technology of biology, chemistry, psychology, and other scientific fields toward the common goal of understanding animal and human behavior. For this reason, the program's curriculum and list of instructors reflect a diversity of subdisciplines across a variety of departments. A primary objective of this department is to prepare students for entrance into graduate training or research occupations in neuroscience, neurochemistry, neurobiology, anatomy, physiology, physiological psychology, clinical psychology, behavioral science, and the health sciences (medicine and allied fields).

FOR FIRST-YEAR STUDENTS

Students who are considering a concentration or a major in neuroscience should inquire about the program from any of the affiliated faculty members and should consult with the program's director.

The introductory course for this program is NEUR 212, "Neuroscience." This spring-semester course begins by emphasizing that neuroscience is truly an interdisciplinary field. Consistent with this view, a number of faculty members from various departments give lectures and lead discussions throughout the semester. After covering brain evolution and the genetic basis of behavior, there is a review of the organization of the nervous system and the processes responsible for neural conduction and synaptic transmission. This knowledge is then applied to a comprehensive examination of the neurochemical, sensory, motor, developmental, motivational, cognitive, and emotional processes and structures that influence both normal and abnormal behavior. The prerequisites for this course are a semester of introductory biology or chemistry.

THE MAJOR AND CONCENTRATION

The program offers both a major and a concentration.

For more information: www.kenyon.edu/neuroscience



Department of Philosophy

HUMANITIES DIVISION

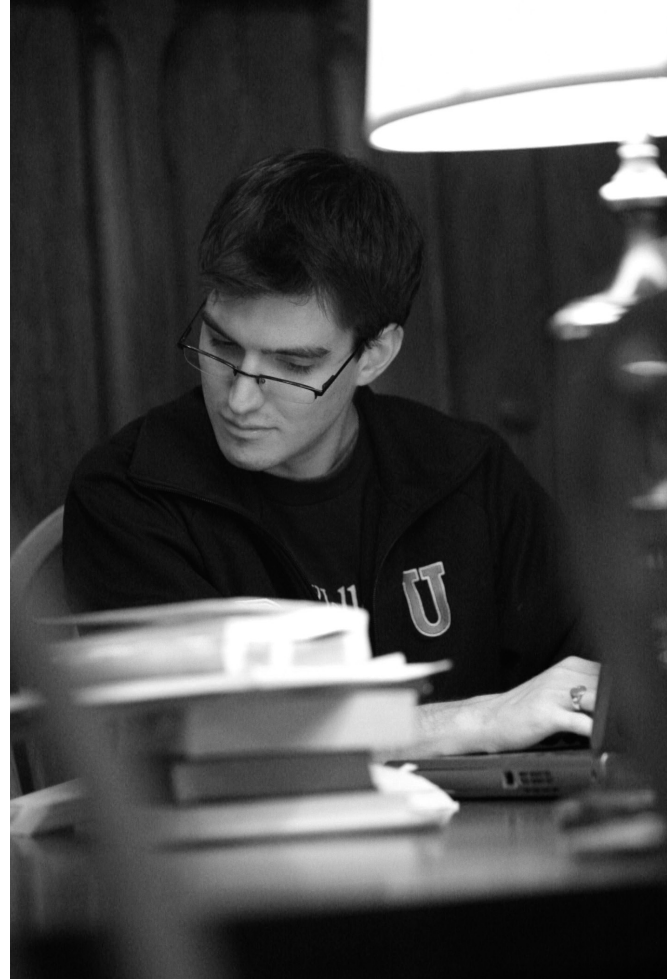
The great philosophers seek to answer the most basic questions about the world and our place in it. Can we distinguish between what is real and what is unreal? What is knowledge? What are the roles of reason, perception, and feeling in shaping our relations with the world and with each other? What does it mean to be a person? What is the value of art? What are we to think about religion? Many philosophical questions are inescapable. How is one to live one's life? What are good and bad, right and wrong? How do we acquire obligations? How are we to make moral decisions? In every life, such questions arise, and everyone assumes one answer or another. To attempt to articulate your answer and to search for better answers is to become a philosopher.

Original works of the great classical and contemporary philosophers are used in all courses. Texts are analyzed critically in order to understand what is being said and judge their merit. In class discussion and in written work, we raise questions, develop additional ideas, and construct new arguments. Classes in philosophy are generally small and usually emphasize discussion and dialogue. Students are encouraged to engage in critical thought and to come to their own conclusions.

FOR FIRST-YEAR STUDENTS

Nearly all courses are designed to be of interest and accessible to both majors and non-majors. Regardless of background, students should normally take the introductory course, PHIL 100, before they take any other philosophy course at Kenyon. Each member of the philosophy faculty offers a section of the introductory course. This course serves as an introduction to the subject through the reading of original works by major philosophers. Although many of the texts derive from earlier centuries and from classical Greece, the course is concerned with what is of timeless and present importance in them. Professors emphasize classroom discussion, focusing on interpretation of the texts and consideration of the philosophical issues raised by them. The course requires several short papers and a final examination.

Other courses especially recommended for first-year students are PHIL 105 (“Introduction to Logic”) and PHIL 115 (“Practical Issues in Ethics”). Courses that may be taken without prerequisites are: PHIL 105 (“Introduction to Logic”), PHIL 110 (“Introduction to Ethics”), PHIL 115 (“Practical Issues in Ethics”), PHIL 200 (“Ancient Philosophy”), PHIL 208 (“Contemporary Political Philosophy”), PHIL 210 (“Modern Philosophy”), PHIL 225 (“Existentialism”), PHIL 235 (“Philosophy of Law”), PHIL 240 (“Philosophy of Religion”), and PHIL 270 (“Political Philosophy”).



For more information: www.kenyon.edu/philosophy

Department of Physics

NATURAL SCIENCES DIVISION

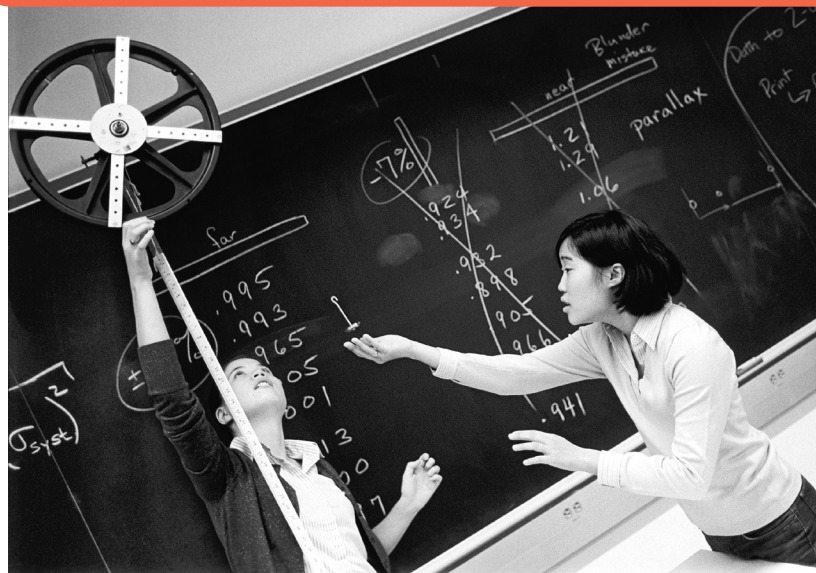
Physics is the study of the most basic principles of nature that describe the world around us, from subatomic particles, to the motion of everyday objects, to the galaxies and beyond. Courses in physics allow students to develop a sound knowledge of these principles as well as the analytical and experimental techniques necessary to apply them to a broad range of theoretical and experimental problems. A physics degree is excellent preparation for graduate school in physics and engineering, and for careers in the health sciences and teaching.

FOR FIRST-YEAR STUDENTS

Students interested in exploring physics as a potential major or minor field of study should begin by taking PHYS 140 (Classical Physics) and PHYS 145 (Modern Physics) in their first year. Together with PHYS 240 (Fields and Spacetime), these courses form a calculus-based introduction to physics particularly suitable for students who plan to take upper-level courses in physics, chemistry, and/or mathematics. PHYS 140 and 145 require concurrent enrollment in or credit for Calculus I and II, respectively, and each has a co-requisite laboratory course as well (PHYS 110 and 146 for first-year students, PHYS 141 and 146 for others). PHYS 110 (First-Year Seminar in Physics) is a weekly seminar open only to first-year students enrolled in PHYS 140 or holding credit for an equivalent course. It introduces students to laboratory work in physics in the context of one of the subdisciplines of physics pursued by faculty members in the department. Recent seminar topics have included nanoscience, biological physics, and astrophysics. PHYS 141 and PHYS 146 (Introduction to Experimental Physics I and II) are weekly laboratories, closely tied to lecture material. They make extensive use of computers for data acquisition and analysis.

First-year students who have unusually strong physics preparation from high school, including a high score on the Advanced Placement C-level physics examination, experience with quantitative laboratory measurement, and significant use of calculus in their high school physics course, may want to consider beginning their study of physics with PHYS 240 and its co-requisite laboratory course, PHYS 241, in the first semester, followed by PHYS 145 and 146 in the second semester. Placement into PHYS 240 is determined in consultation with the instructor and chair of the department. A student choosing this option should consider taking PHYS 110 (First-Year Seminar in Physics) in the fall as well.

For more information: www.kenyon.edu/physics



Department of Political Science

SOCIAL SCIENCES DIVISION

The Department of Political Science offers students a challenging and exciting approach to the study of politics that focuses on analyzing current issues and debating the most profound and enduring issues of public life. The major combines a study of ancient and modern political philosophy with analyses of American politics, comparative politics, and international relations.

The department pursues three basic objectives in its curriculum: to explore the nature of politics—its purposes, limitations, and significance in human life; to promote an understanding of various forms of political systems and of relations among them; and to develop a capacity for intelligent analysis and evaluation of public policies and a capacity to take seriously opposing points of view in the political debates of our time.

The political science faculty includes specialists in American politics, European politics, Latin America, China, global environmental issues, international relations, American foreign policy, and ancient and modern political philosophy. The faculty members teach a broad array of classes, including “Politics and Literature,” “International Terrorism,” “Women and Politics,” “American Constitutional Law,” and “Immigration, Citizenship, and National Identity.” Many of our courses are taught as seminars, and the professors get to know students well. Faculty members work closely with students to help them think analytically, evaluate political arguments and public policies, and write and argue logically and persuasively. Students and faculty watch and discuss election results together and participate in a weekly current events lunch table.

FOR FIRST-YEAR STUDENTS

For first-year students, the department recommends taking PSCI 101Y-102Y (“The Quest for Justice”). This is a year-long, discussion-based seminar designed specifically for first-year students. It is called “The Quest for Justice” because that is what it is about: the conversation that has been going on for thousands of years among human beings about the right way to live together. This question is at the heart of any serious discussion of politics since it is about the ultimate ends for which everything else—forms of government, social customs, morals—is a means. It is also the question at the

heart of all liberal education. Students come to college with many ideas about what we and other people are like, and what is right and wrong. This course, historically one of the most popular at Kenyon, provides a chance to find out whether those ideas make sense by getting one's bearings in the rich, multimillennial conversation about human nature and right and wrong. We read and fight with philosophers like Plato, Locke, and Nietzsche, authors like Shakespeare and Sophocles, and politicians like Lincoln, Churchill, and, yes, even Stalin.

Although PSCI 101Y-102Y is not required for a major in political science, the faculty strongly recommends it as an introduction to the department's program. Every year the department offers several sections of this course, with about eighteen students in each section. The course is designed to help students develop their writing, oral communication, and critical thinking skills. To develop these skills, students read and discuss primary texts and engage in intense discussions about authors and ideas that have relevance for their own lives and for issues facing contemporary America and the world. During the year, students also write six or seven five-page papers, in which they take a stand and develop a logical argument.

In the spring semester, first-year students who are taking "The Quest for Justice" may register for one of the department's 200-level foundation courses that are required for the major. These

are courses in American politics, comparative politics, and international relations. PSCI 200 ("Liberal Democracy in America") explores the foundations, institutions, and operation of the American political system. PSCI 240 ("Modern Democracies") examines the process of democratization and analyzes the operation of different democratic political systems. PSCI 260 ("International Relations") analyzes the ways in which states and other political actors interact in the global arena.

Students who are interested in political science and wish to study abroad during their junior year are especially encouraged to take PSCI 240 ("Modern Democracies") or PSCI 260 ("International Relations") before going abroad.

Students who do not take political science courses in their first year may take any of the 200-level foundation courses in their sophomore year and still complete the major.

For more information: www.kenyon.edu/politicalscience

Department of Psychology

NATURAL SCIENCES DIVISION

At Kenyon, psychology is taught as the scientific study of behavior and mental processes. The psychology curriculum provides an opportunity for majors and non-majors to examine diverse theoretical views and findings in such areas as physiological psychology, cognition, human development, perception, personality, social psychology, and abnormal psychology. At all levels of study, the department gives students the opportunity to pursue research and to become involved in the work of local educational and mental-health agencies that are affiliated with the Off-Campus Activities in Psychology Program (OAPP).

FOR FIRST-YEAR STUDENTS

Psychology is the study of behavior and mental processes. In the introductory course, PSYC 100, "Introduction to Psychology," which is a prerequisite for all of the other psychology courses, you will explore a variety of areas in which psychologists conduct research. For example, you will study the biological foundations of behavior; sensory and perceptual processes; cognition, learning and memory; developmental psychology; personality and social psychology; psychological disorders; and variability in behavior related to culture.

After completing PSYC 100 (or if you have taken AP psychology and earned a score of 5 on the AP exam), the department recommends taking PSYC 150, "Introduction to Research Methods in Psychology." In this course students will learn the basics of research in psychology. They will participate in research projects conducted across different areas of psychology, which might involve observation and interviewing, psychological tests and measures, physiological measures, and computerized tasks.

Students who elect to major in psychology will take statistics and an advanced research methods course along with at least one course in each of the following areas of psychology: biological bases of behavior; learning and cognition; developmental perspectives; clinical and health issues; and sociocultural perspectives. Finally, all majors enroll in a senior seminar where they learn in collaboration with their peers and professor, and develop expertise on a topic of their choice.

For more information: www.kenyon.edu/psychology

Program in Public Policy

INTERDISCIPLINARY

This concentration stresses the analysis and understanding of public-policy issues. Participants will learn how to apply the disciplines of economics and political science to analyze public-policy problems and to understand how public policy is formulated and implemented.

FOR FIRST-YEAR STUDENTS

Students begin by taking foundation courses in the two disciplines. The principles learned in these courses will then be applied to specific policy areas in the elective courses. In a typical program, a student would take ECON 101 and ECON 102 as a first- or second-year student, and PSCI 310 in the sophomore year.

For more information: www.kenyon.edu/publicpolicy

Department of Religious Studies

HUMANITIES DIVISION

We understand the study of religion as a crucial element in the larger study of culture and history. We consider the study of religion to be inherently trans-disciplinary and a necessary component for intercultural literacy and, as such, essential to the liberal arts curriculum. Our goals include helping students to recognize and examine the important role of religion in history and the contemporary world; to explore the wide variety of religious thought and practice, past and present; to develop methods for the academic study of particular religions and religion in comparative perspective; and to develop the necessary skills to contribute to the ongoing discussion of the nature and role of religion.

Since the phenomena that we collectively call “religion” are so varied, it is appropriate that they be studied from a variety of theoretical perspectives and with a variety of methods. The diversity of areas of specialization and approaches to the study of religion among our faculty members ensures the representation of many viewpoints. Our courses investigate the place of religion in various cultures in light of social, political, economic, philosophical, psychological, and artistic questions. In our courses we emphasize work with primary sources, both textual and non-textual.

The department offers courses in Judaism, Christianity, religions of the Americas, Islam, Buddhism, South Asian religions, and East Asian religions. In addition, there are comparative courses on a variety of themes, ranging from the environment to issues of peace and social justice. Students are encouraged to study relevant languages, and to spend at least part of their junior year abroad in an area of the world relevant to their particular interests. The department also encourages religious studies majors to take relevant courses in other departments. The Department of Religious Studies maintains close relationships with interdisciplinary programs such as Asian Studies, American Studies, African Diaspora Studies, International Studies, and Women's and Gender Studies.

Religious studies courses require no commitment to a particular faith. Students of any background, secular or religious, can benefit from the personal questions of meaning and purpose that arise in every area of the subject.

FOR FIRST-YEAR STUDENTS

There are two ways to begin the study of religion in courses designed especially for those new to this area of academic discovery.

Students may choose one of the 100-level courses, which are general introductions, exploring concepts such as sacredness, myth, ritual, the varieties of religious experience, and the social dimensions of four or five major world religions. This type of approach is used in several sections, offered both semesters, of RLST 101, "Encountering Religion in Its Global Context: An Introduction." In the spring, there will be an additional introductory class: RLST 103, "First-Year Seminar: Introduction to the Study of Religion: Women and Religion." This course will focus on women in the religious thought and practice of several global traditions.

For those with particular interests in a specific religious tradition, students may begin their study of religion by enrolling in a 200-level course. All of these courses are open to first-year students.

For more information: www.kenyon.edu/religiousstudies

Program in Scientific Computing

INTERDISCIPLINARY

The Scientific Computing Concentration is an interdisciplinary program in the application of computers to scientific work. A longer title for the program might be “Computing within a Scientific Context.”

The concentration focuses on four major areas: (1) computer program development, including the construction and implementation of data structures and algorithms; (2) mathematical modeling of natural phenomena (including cognitive processes) using quantitative or symbolic computer techniques; (3) analysis and visualization of complex data sets, functions, and other relationships using the computer; and (4) computer hardware issues, including the integration of computers with other laboratory apparatus for data acquisition. The overall aim is to prepare the student to use computers in a variety of ways for scientific exploration and discovery.

THE CONCENTRATION

The Concentration in Scientific Computing requires a total of 3 units of Kenyon coursework. SCMP 118 (“Introduction to Programming”) serves as a foundation course for the program, introducing students to programming and other essential ideas of computer science. However, many students already have programming experiences before they come to Kenyon. Such students may substitute an appropriate intermediate course to fulfill the program requirements.

Since computational methods are of increasing importance in every scientific discipline, students in the scientific computing program will take at least 1 unit of contributory courses in one or more scientific disciplines. Contributory courses have been identified in chemistry, economics, mathematics, and physics. In these courses, computational methods form an essential means for attacking scientific problems of various kinds.



For more information: www.kenyon.edu/scientificcomputing

Department of Sociology

SOCIAL SCIENCES DIVISION

Sociology engages students in the systematic examination of social life, from everyday encounters to the movements of civilizations throughout history. Faculty members in Kenyon's Sociology Department have expertise in areas including American folklore, legal issues, gender, culture, race and ethnicity, globalization, health, social movements, and the intellectual roots of Western social thought.

The Sociology Department is also the base for the Rural Life Center, through which students undertake wide-ranging field studies and create public projects such as documentary exhibits, and for the Law and Society Program. This program sponsors the John W. Adams Summer Scholars Program in Socio-Legal Studies, in which students are awarded a \$3,000 fellowship and on-campus summer housing so that they can collaborate with Kenyon professors on law-related research projects.

FOR FIRST-YEAR STUDENTS

First-year students should begin with one of the department's eight introductory-level courses, each of which provides the necessary foundation for higher level courses in the departmental curriculum. While the courses differ in thematic focus, all of them examine the character of life in modern societies, especially our own. They introduce students to the distinctiveness of a sociological perspective, elements of sociological analysis, significant figures in sociological thought, methodological techniques in the field, and other key areas. Each foundation course combines lecture and discussion and has an enrollment limit of twenty-five students. Not all of the foundation courses are offered every year.

Students tend to have more success in upper-level courses when they have first taken one of the foundation courses. Only in exceptional cases will students receive permission to enroll in a mid-level or advanced course if they have not first taken a foundation course.

For more information: www.kenyon.edu/sociology

The foundation courses are:

SOCY 101: Human Society

SOCY 102: Social Dreamers: Marx, Nietzsche, and Freud

SOCY 103: Society and Culture

SOCY 104: Identity in American Society

SOCY 105: Society in Comparative Perspective

SOCY 106: Social Issues and Cultural Intersections

SOCY 107: Institutions and Inequalities

SOCY 108: Public Life

THE SOCIOLOGY MAJOR

For the sociology major, it is always best to begin with a foundation course. The upper-level courses required for the major have, as a prerequisite, one of the foundation courses. Each upper-level course satisfies at least one substantive area of sociological investigation in the overall sociology curriculum.

THE SOCIOLOGY CURRICULUM

The sociology curriculum places emphasis on four substantive areas of sociological investigation:

- **Institutions and change** studies the forms and dynamics of institutional life, with emphasis on structural, historical, and comparative perspectives.

- **Culture and identity** explores the construction and transformation of cultural and symbolic forms and the development of self within the social process.
- **Social theory** examines the historical development of the discipline, the works of major contributors, and the particular schools of sociological thought.
- **Research methods** investigates the assumptions and tools of sociological research as well as the connection between research and theory in sociological study.

OTHER OPPORTUNITIES

The Rural Life Center offers many opportunities for academic work, independent research, and involvement in the local community. Learn more at rurallife.kenyon.edu.

The John W. Adams Summer Scholars Program in Socio-Legal Studies provides students with an opportunity to conduct research on law and policy that is both domestic and international in scope.

Program in Women's and Gender Studies

INTERDISCIPLINARY

The Program in Women's and Gender Studies aims to help students learn about the complex ways that gender shapes the world around them. Gender affects how we live our everyday lives—shaping families, children, reproduction, and the organization of work in the home—but it also affects all major social institutions and cultural practices. Kenyon's program enables students to understand the social construction of gender at both personal and institutional levels, while encouraging them to develop their own analytical skills to evaluate, assess, and imagine differently.

Drawing on courses in fields such as anthropology, English, history, political science, psychology, and religious studies, students in the interdisciplinary field of women's and gender studies investigate gender through transnational approaches that account for the intersections of gender with race, class, cultural identity, sexuality, nationality, and religion. To study gender either in one's own society or in the world, one must come to understand how the beliefs, values, and practices that make up gender take shape in relationship to those

beliefs, values, and practices that constitute race, class, cultural identity, sexuality, nationality, and religion. Gender hierarchies and sexual domination figure in nearly every culture and society; however, categories like "traditional vs. modern" or "West vs. East" oversimplify and distort the significant variations in gender expression that occur throughout the world. The possibility of understanding and solidarity among women worldwide can be achieved only by an analysis of gender and gender oppression that places both within a global and intersectional framework.

FOR FIRST-YEAR STUDENTS

First-year students ordinarily begin with WGS 111 (“Introduction to Women’s and Gender Studies”). This wide-ranging interdisciplinary course helps students develop a critical framework for thinking about questions relating to gender. Drawing on both scholarly and personal texts, visual as well as written artifacts, the course emphasizes diverse women’s significant contributions to knowledge and culture; it explores topics in gender studies, including men’s studies, family studies, and the study of sexuality, as well as the intersections of various forms of oppression both within and outside of the U.S. Students will consider how racism, heterosexism, and homophobia intersect with the cultural constructions of masculinity and femininity, as well as ways to promote more egalitarian gender relations.

In addition, first-year students may register for WGS 121 (“Human Sexualities”) and WGS 221 (“Gender and Film”).

Courses in the Women’s and Gender Studies Program may count toward students’ collegiate diversification requirements in either social sciences or humanities. For more information, consult the program’s Web site.

THE MAJOR AND THE CONCENTRATION

The program offers both a major and a concentration. In each case, students will take courses not only in the Women’s and Gender Studies Program but also in other academic departments. The courses from these other departments that count toward the major or concentration vary from year to year. For a current list, see the program’s Web site.

OTHER OPPORTUNITIES

Women’s and gender studies majors and concentrators study abroad in a wide variety of programs, including Antioch College’s Women’s and Gender Studies program in Europe. For more information, see the program’s Web site.

The Women’s and Gender Studies Program is governed by an advisory board that welcomes student participation in the administration of the program.

The program participates in activities sponsored with both the Crozier Center for Women and Unity House. Both offer opportunities for students to make connections between their academic program and the co-curriculum.

For more information: www.kenyon.edu/womensgender



For more
information

Resources

This book, and the online resources highlighted in each section, should answer many of your questions about academic life at the College. If you need more information, the resources noted here will help.

PEOPLE

The following people will be able to answer questions about academic and student life at Kenyon.

Tacci Smith, Associate Dean of Students

Gund Commons

740-427-5923

smitht@kenyon.edu

Dean Smith coordinates orientation programs at Kenyon, including regular new-student orientation and transfer-student orientation, along with the upperclass counselor program. She also oversees the College's optional service and outdoors pre-orientation programs.

Ellen Harbourt, Registrar

Edwards House, first floor

740-427-5121

harbourte@kenyon.edu

Ms. Harbourt and her staff administer many of the College's academic policies, including policies on course registration procedures, dropping and adding courses, academic requirements, and transfer credits, including credit for Advanced Placement courses. They are also responsible for the *Course Catalog*.

Hoi Ning Ngai, Dean for Academic Advising and Support

Edwards House, second floor

740-427-5145

ngaih@kenyon.edu

Dean Ngai is responsible for Kenyon's academic advising programs, both general and departmental. She works closely with the faculty, and, as appropriate, faculty members consult with her about students experiencing difficulty. She initiates conferences with and provides support for first-year students and students on conditional enrollment. She also provides counsel to first-year students on academic, social, and personal matters.

Erin Salva, Coordinator of Disability Services

Olin Library

740-427-5453

salvae@kenyon.edu

Ms. Salva advises and supports students with disabilities as they make the transition from high school to college. She can answer questions about the documentation required for students who wish to make use of classroom accommodations, and she meets individually with students who have disabilities. She also coordinates the peer tutoring program.

ON THE WEB

Kenyon's Web site—**www.kenyon.edu**—has a wealth of information about the academic program. Every academic department and program maintains a Web site. You can also find useful information on the following sites:

Office of the Registrar Web Site

registrar.kenyon.edu

Kenyon Course Catalog Web Site

catalog.kenyon.edu

The course catalog, an online publication, presents a comprehensive picture of the curriculum, including all courses as well as a searchable schedule of courses offered in the upcoming semester. Among the many topics covered in the catalog are: general education requirements, academic departments and programs, requirements for majors, and academic policies and regulations.

Orientation Program Web Site

www.kenyon.edu/orientation

Note: Detailed information about new student orientation will be available on the Web starting in early July.



Kenyon College