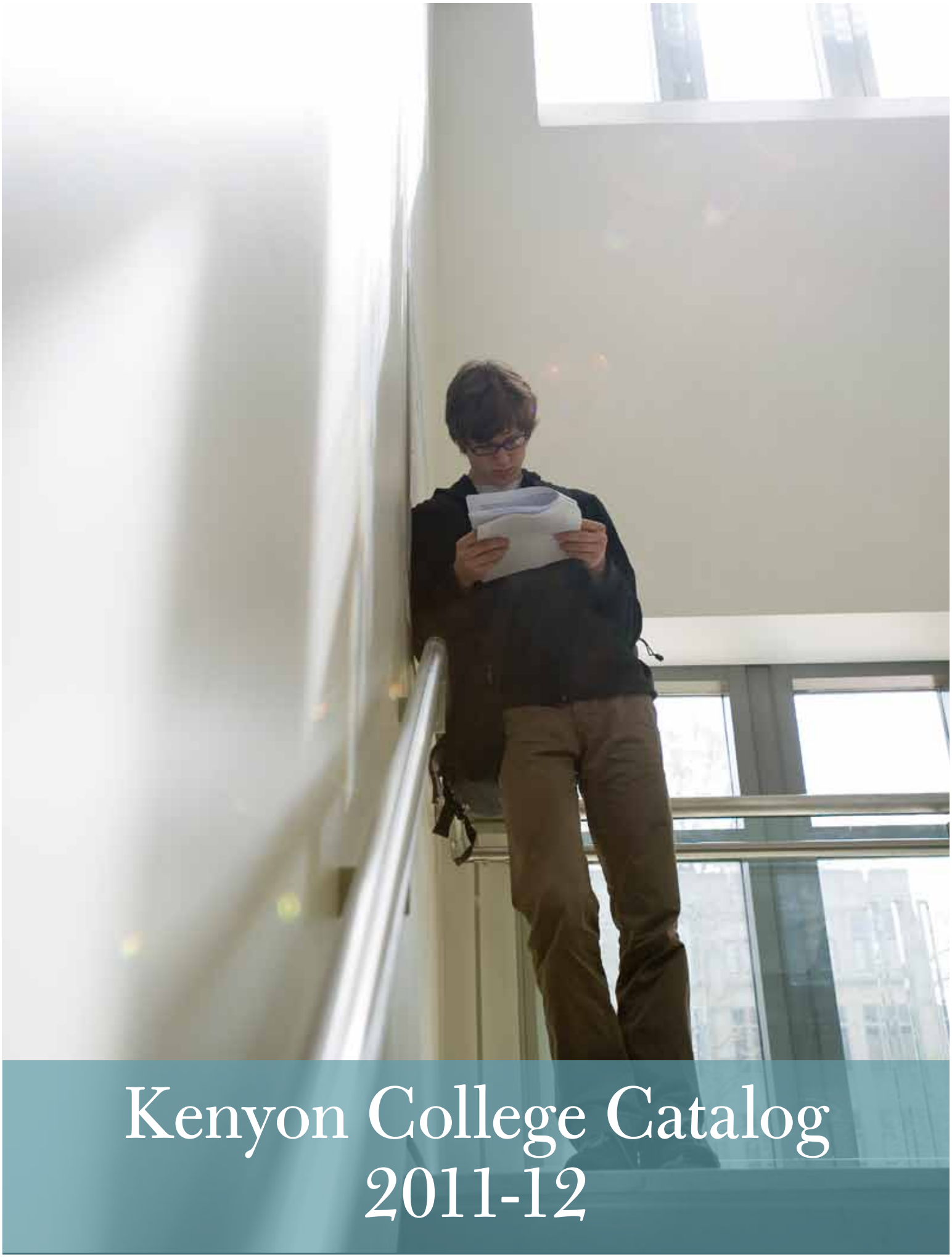

Kenyon College Catalog 2011-12

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This catalog presents a comprehensive picture of the academic program at Kenyon College. Listed here are all of the regular courses taught by the Kenyon faculty. Note that not all courses are offered every year. To see which courses are being offered in the upcoming semester, including the special-topics courses, consult the online searchable schedule at www1.kenyon.edu/catalog/index.phtml.

Note: The most up-to-date version of this catalog is located online at catalog.kenyon.edu.

Prepared by the Office of the Registrar and the Office of Public Affairs Kenyon College, Gambier, Ohio 43022-9623
Spring 2011

Preface

This catalog presents a comprehensive picture of the academic program at Kenyon College. Listed here are all of the regular courses taught by the Kenyon faculty. Note that not all courses are offered every year. Moreover, in any given year, faculty members will teach a number of "special topics" courses that do not appear here because they are not regular parts of the curriculum. To see which courses are being offered in the current or upcoming year, including the special-topics courses, consult the College's Web site, www.kenyon.edu, or the Web site of the registrar's office, http://registrar.kenyon.edu.

The book is organized in three sections. The first covers administrative matters, including degree requirements and curricular regulations that apply to all Kenyon students. The 'Academic Program at Kenyon' and 'College Curriculum' describe the College's curriculum and graduation requirements. Other portions deal with matters such as enrollment procedures, grades, academic standards, and special programs (such as off-campus study). The second section presents the academic departments and programs of study, in alphabetical order. Each of these academic chapters sets forth specific requirements associated with the field of study—for example, a list of the requirements for majors and a description of the Senior Exercise. Each chapter also lists courses, in numerical order. Questions about courses should be addressed to members of the department or program in question.

The third section has lists of Kenyon faculty members and administrators, as well as officers of the College and members of the board of trustees.

Great care has been taken to assure the accuracy and completeness of the information contained in this publication. Note that Kenyon College reserves the right to discontinue or to modify courses or programs; to change instructors; or to change policies, procedures, fees, and other regulations without prior notice.

An Important Note on Requirements

Please pay special attention to the material covering curricular requirements and rules governing course enrollments. Read these regulations carefully; not only are students presumed to know them, but also the regulations are revised from time to time. Ignorance of a rule does not qualify a student for exemption from that rule.

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Administrative Matters

Special Academic Initiatives

Course Descriptions

Degree Completion Rates

The following figures indicate the degree completion rates for Kenyon students in relation to their year of enrollment:

Entering Class	After four years	After six years
Fall 1998	81%	83%
Fall 1999	80%	83%
Fall 2000	85%	87%
Fall 2001	82%	84%
Fall 2002	85%	88%
Fall 2003	85%	88%
Fall 2004	84%	86%
Fall 2005	82%	
Fall 2006	86%	

Those students taking longer than four years to complete their programs have done so because they have withdrawn from the College for one or more semesters.

Equal-Opportunity Policy

Kenyon admits qualified students regardless of age, color, disability, national or ethnic origin, race, religion, sex, or sexual orientation to all rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, color, disability, national or ethnic origin, race, religion, sex, or sexual orientation in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other College-administered programs.

Questions regarding such policies and programs should be directed to the equal-opportunity coordinator at Kenyon or to the director of the Office for Civil Rights of the Department of Health and Human Services.

Accreditation

Kenyon College is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The address and phone number of the association are:

North Central Association of Colleges and Schools
30 North LaSalle Street
Suite 2400
Chicago, Illinois 60602-2504
(800) 621-7440

Kenyon College: Its Mission and Goals

Over the 185 years of its life, Kenyon College has developed a distinctive identity and has sought a special purpose among institutions of higher learning. Kenyon is an academic institution. The virtue of the academic mode is that it deals not with private and particular truths, but with the general and the universal. It enables one to escape the limits of private experience and the tyranny of the present moment. But to assert the primacy of the academic is not to deny the value of experience or of other ways of knowing. Kenyon's academic purpose will permeate all that the College does, but the definition of the academic will be open to recurrent questioning.

Kenyon's larger purposes as a liberal arts institution derive from those expressed centuries ago in Plato's academy, although our disciplines and modes of inquiry differ from those of that first "liberal arts college." We have altered our curriculum deliberately in answer to changes in the world, as an organism responds to its environment without losing its identity. Kenyon's founder gave a special American character to his academy by joining its life to the wilderness frontier. His Kenyon was to afford its students a higher sense of their own humanity and to inspire them to work with others to make a society that would nourish a better humankind. To that end, and as an important educational value in itself, Kenyon maintains a deep commitment to diversity. Kenyon today strives to persuade its students to those same purposes.

As a private and independent college, Kenyon has been free to provide its own mode of education and special quality of life for its members. Its historic relationship with the Episcopal Church has marked its commitment to the values celebrated in the Judaeo-Christian tradition, but without dogmatism, without proselytizing. Because its faculty and students are supported by neither church nor state, the College must charge fees and seek support from donors. While this preserves Kenyon's independence, it sets unfortunate limits. The College's ambitions must be tempered by a sense of what is economically feasible.

As an undergraduate institution, Kenyon focuses upon those studies that are essential to the intellectual and moral development of its students. The curriculum is not defined by the interests of graduate or professional schools, but by the faculty's understanding of what contributes to liberal education. The faculty's first investment is in Kenyon's students. The College continues to think of its students as partners in inquiry, and seeks those who are earnestly committed to learning. In the future, Kenyon will continue to test its academic program and modes of teaching and learning against the needs of its students, seeking to bring each person to full realization of individual educational potential.

To be a residential college means more than that the College provides dormitory and dining space for its students. It argues a relationship between students and professors that goes beyond the classroom. It emphasizes that students learn and develop, intellectually and socially, from their fellows and from their own responses to corporate living.

Kenyon remains a small college and exemplifies deliberate limitation. What is included here is special, what is excluded is not necessary to our purposes. Focus is blurred when there is dispersion over large numbers or over a large body of interests. Kenyon remains comprehensible. Its dimensions are humane and not overpowering. Professors, knowing students over years, measure their growth. Students, knowing professors intimately, discover the harmony or conflict between what a teacher professes and his or her behavior.

To enable its graduates to deal effectively with problems as yet uncalculated, Kenyon seeks to develop capacities, skills, and talents which time has shown to be most valuable: to be able to speak and write clearly so as to advance thoughts and arguments cogently; to be able to discriminate between the essential and the trivial; to arrive at well-informed value judgments; to be able to work independently and with others; to be able to comprehend our culture as well as other cultures. Kenyon has prized those processes of education which shape students by engaging them simultaneously with the claims of different philosophies, of contrasting modes, of many liberal arts.

The success of Kenyon alumni attests to the fact that ours is the best kind of career preparation, for it develops qualities that are prized in any profession. Far beyond immediate career concerns, however, a liberal education forms the foundation of a fulfilling and valuable life. To that purpose Kenyon College is devoted.

Goals

I. General Liberal Arts Education
Kenyon is institutionally committed to promoting a liberal arts education. Skills are promoted and developed that are not only useful to any career but essential for a fulfilling and valuable life.

a. Students acquire knowledge and understanding of fine arts, humanities, natural sciences, and social sciences.
b. Students learn to use information technology and make sense of the information they find.
c. Students learn to formulate ideas rigorously and communicate them effectively, in speaking and in writing.
d. Students learn to understand a wide diversity of cultures.
e. Students learn to assess arguments.
f. Students learn quantitative skills and how to analyze data.
g. Students learn to work creatively.

II. Overall Academic and Major Program
The academic program provides freedom within a common structure to promote balance and coherence, so students design truly liberal educations which are focused, expansive, and useful in the future.

a. Students develop expertise in at least one discipline or area.
b. Students organize courses so that study of one subject illuminates and is illuminated by study of another.

III. Relationships, Community, and Security
Fundamental to the Kenyon experience is that students and professors develop personal and long-term relationships. The personal contact between students and faculty that characterizes Kenyon stands as

central to the Kenyon undergraduate experience. The consequence of student-faculty interaction is that student experience is not one of anonymity. The scale and rural location of the residential community heighten the importance of these relationships. Kenyon provides an environment that is aesthetically conducive to study and is safe and secure, so that students may direct their attentions to their academic life and extracurricular activities unhindered.

IV. Participation and Involvement
The opportunity to participate in campus life and the ease and comfort of participation are characteristic of Kenyon. The atmosphere at Kenyon promotes student involvement. Discourse among students is frequent, on both academic and nonacademic issues, and that discourse is enriched by the diversity of the faculty and student body. Students are active in producing their own experience, rather than being primarily receivers or observers. Doing, by oneself and with others, is Kenyon's recipe for learning.

V. Satisfaction and Accomplishment
Accomplishment of the first four goals translates into high levels of student satisfaction both at Kenyon and years later when former students reflect back on their Kenyon experience. It also translates into high levels of accomplishment for Kenyon graduates.

Academic Administration

The following members of Kenyon oversee the administration of the College curriculum and assist students in forming individual curricula as they progress through Kenyon.

Provost

The provost is the College officer in charge of all academic affairs. The provost's responsibilities include matters pertaining to the faculty, curriculum, instruction, academic records, and academic facilities. Students may consult the provost on policies in these areas. The provost's office is located in Ransom Hall.

Associate Provosts

The associate provosts assist the provost with a wide range of matters relating to the faculty, curriculum, and teaching. They supervise the Office of International Education, the educational outreach program, grade appeals, synoptic majors, faculty reviews, the Writing Center, summer science scholars, early-graduation petitions, and the Academic Infractions Board. Their offices are located in Edelstein House.

Dean for Academic Advising and Support

The dean for academic advising and support is primarily responsible for general and departmental academic advising programs. The dean initiates conferences with and provides support for first-year students and students on conditional enrollment, counseling first-year students on academic, social, and personal matters. Additionally, the dean coordinates services for students with disabilities and oversees the fellowships and postgraduate awards committee.

Registrar

The registrar maintains the academic records of Kenyon and publishes the Kenyon College Catalog and other enrollment information. The registrar's office should be contacted on matters such as the following:

- Accessing grades
- Course enrollment
- Course schedule
- Classroom assignments
- Deadlines
- Declaration or change of major, minor, or concentration
- Diplomas
- Enrollment verifications
- Examination schedules
- Graduation requirements
- Petitions
- Summer school credit
- Transcript requests
- Transfer of credit
- Veterans Benefits Administration.

Petitions for waivers or substitutions of the academic policies of the College should be directed to the registrar for consideration by the petitions subcommittee of the academic standards committee. Advice on preparing a petition may be sought from the dean for academic advising, or the student's faculty advisor.

Faculty Advisors

New students are assigned a faculty advisor to assist in designing their programs of study, including curricular planning and postcollegiate plans. Advisors also serve as counselors regarding the student's personal development and welfare. When a student declares a major course of study within a department or program, a faculty member from that department or program serves as faculty advisor to the student. Forms for declaring a major are available from the Office of the Registrar. If students wish to change their faculty advisor before they are ready to declare a major, change of advisor forms are available from the registrar's office. The signature of the faculty advisor must be obtained before a student can enroll in a course or make any further adjustments to her or his class schedule.

New students are also assigned a volunteer upperclass student who works as a liaison with the students and their faculty advisors. The upperclass counselors (UCCs) help new students become acquainted with Kenyon and are available to provide assistance at all times.

The Academic Program at Kenyon

No college can provide a liberal education ready-made. A liberal education is achieved only in a lifetime of endeavor and reflection; the liberal arts college serves to launch and orient that continuing pursuit.

We at Kenyon seek through liberal education to enhance our understanding of art, humanity, nature, and society. We expect to develop our awareness of our private capacities and creative talents, even as we seek to improve our ability to formulate our ideas rigorously and communicate them effectively to others. And, while we strive to further our intellectual independence so as to be free of dogmatic thinking, we seek to find a basis for moral judgments in a thorough understanding of both our environment and our cultural heritage.

At the heart of an undergraduate program of liberal education is the student's major academic study. This study demands a significant concentration of energies in a comprehensive and disciplined investigation, challenging the student's capacities in a way that limited acquaintance with a broad array of topics cannot do. To claim command over one's thoughts or to presume soundness of judgment, one should understand a field thoroughly. Indeed, without a mastery of one subject the student may not be able to recognize the structural integrity of other disciplines. The coherence of undergraduate study, then, depends upon the focus and organization provided by the major.

Complementary to the values achieved through concentration is the richness that comes from significant encounters with a variety of disciplines. Both early and late in undergraduate years, students must feel obliged to diversify a course of study. At the outset they will find opportunity for new enthusiasms and challenges. Later on they will find that their powers of synthesis and discrimination are best cultivated by contrasting and integrating the various disciplines. Finally, the sense of academic and social community that has been the College's strength and pride depends in large measure on our willingness to be responsibly engaged with one another's studies.

The requirements for Kenyon's bachelor of arts degree specify what we believe to be essential to every student's pursuit of liberal education. While these requirements provide great freedom for every student to design a course of study that suits his or her interests and aspirations, they provide at the same time a common structure to promote the balance and coherence necessary to truly liberal study. Thus, every student is called upon to organize courses in such a way that the study of one subject illuminates and is illuminated by work in another. Every student is drawn to consider seriously the special contribution of the work in each of the four academic divisions in the College. Students may thus come to know how the image of humanity proposed by the sciences, say, differs from that explored by the humanities; they may come to see that the vision of the social scientist adds important dimension to the world revealed by the artist. In fulfilling these requirements, every student will find a road to the freedom enjoyed by the liberally educated: freedom from the tyrannies of narrow specialization and of superficial generalization.

Guide to the Kenyon Curriculum

The table on the following page has been compiled to aid in explaining key academic terms and definitions and to show how they relate to the curriculum.

Terms and Definitions

The curriculum is organized within four traditional academic **divisions** and a fifth interdisciplinary division.	Fine Arts Humanities Natural Sciences Social Sciences Other (Interdisciplinary)
A **discipline** is a traditional area of academic study. Parentheses show that some related disciplines are grouped together into **departments** for administrative purposes. This book is organized alphabetically by department.	**Fine Arts:** (Art History and Studio Art); (Dance, Drama, and Film); Music **Humanities:** (Classics, including Latin, Greek, Hebrew, and Sanskrit); English; (Modern Languages and Literatures, including Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish); Philosophy; Religious Studies **Natural Sciences:** Biology; Chemistry; Mathematics; Physics; Psychology **Social Sciences:** Anthropology; Economics; History; Political Science; Sociology
Interdisciplinary programs are those that draw from two or more of the traditional disciplines. For example, Asian studies draws from the faculties of anthropology, history, modern languages, philosophy, and religious studies.	African Diaspora Studies American Studies Asian Studies Biochemistry Environmental Studies Integrated Program in Humane Studies International Studies Islamic Civilization and Cultures Law and Society Molecular Biology Neuroscience Public Policy Scientific Computing Women's and Gender Studies
Major: All students must complete a minimum of one major course of study in either a traditional discipline or in an interdisciplinary program.	All departments offer one or more major courses of study. There are currently six interdisciplinary majors: American Studies, Biochemistry, International Studies, Molecular Biology, Neuroscience, Women's and Gender Studies.
A **synoptic major** is a course of study devised by an individual student in consultation with faculty advisors.	Synoptic majors are typically interdisciplinary in nature. Some recent examples are Marine Conservation; Complex Systems; Experimental Cinematography; Rhetoric; and Strategy, Game Theory, Logic, and Decision Modeling.
Students may elect to undertake a **minor** course of study if they choose.	Minor courses of study are offered by the departments of Anthropology, Art, Biology, Classics, Dance and Drama, Mathematics, Modern Languages and Literatures, Music, Philosophy, Physics, Religious Studies, and Sociology.
A **concentration** is very similar to a minor, except that it is interdisciplinary in nature.	Most interdisciplinary programs offer a concentration, while a few offer a major only.

Requirements for the Degree

NOTE: While faculty members and administrators stand ready to counsel students about degree requirements, the final responsibility for meeting the requirements rests with each student.

Students must fulfill the following requirements in order to earn a bachelor of arts degree at Kenyon.

1. Major
The student must successfully complete a major course of study, including the Senior Exercise.

2. Credits
Sixteen (16) Kenyon units (128 semester-hours or 192 quarter-hours) are required. Of these, a minimum of 8 units must be earned at Kenyon on a letter-grade basis. Above this minimum, the student may include a maximum of 2 Kenyon units earned at summer school, a maximum of .5 unit of physical-education credit, and a maximum of 2 units earned on a student-chosen pass/D/fail basis.

3. Residency
Eight semesters of full-time undergraduate enrollment are required. A minimum of four of these semesters, including the senior year, must be completed at Kenyon College, on the Gambier campus.

4. Grade point average
In order to graduate, the student must earn an overall minimum grade point average, at Kenyon College, of 2.00 ("C"). A minimum of 2.0 is also required for each major course of study. Like most other colleges and universities, Kenyon is concerned only with the grade average earned in residence, not with the average earned elsewhere.

5. Credits outside the major
The student must earn 9 or more units outside the major department; or, if there is more than one discipline in the department, the student must earn 7 or more units outside the major department as well as 9 or more units outside the major discipline.

6. Distribution
The student must earn 1 Kenyon unit in at least four departments that together cover all four academic divisions of the College. Thus, by the time he or she graduates, the student will have completed at least 1 unit, within at least one department, in each of the four divisions.

In fulfilling this requirement, students should pay careful attention to the relationships among disciplines, departments, and divisions. For example, .5 unit in MUSC (music) and .5 unit in ARTS (studio art) will not together satisfy a distribution requirement, because these two disciplines, though in the same division, are in separate departments. The charts summarize the distinctions among disciplines, departments, and divisions.

Students may earn 1 unit in a division by combining a course from an interdisciplinary program with an appropriate departmental course—but only if the interdisciplinary course is "cross-listed" in a department in this catalog. For example, ENVS 112, Introduction to Environmental Studies, is listed not only in the environmental studies section of the catalog but also in the biology section; thus, ENVS 112 may be paired with any biology course to satisfy the natural-science requirement. Note: Two such courses may be paired only if the interdisciplinary course is cross-listed in the catalog during the year it was undertaken. Thus, following the same example, if for some reason ENVS 112 is not cross-listed in biology during the year a student takes it, then that student may not combine it with a biology course to meet the requirement.

7. Second language
Kenyon considers achievement of language proficiency important for many reasons, among them:

- Language study forms part of the traditional foundation to the liberal arts because it leads to the rigorous study of texts in the original across many disciplines.
- Language study increases understanding of one's native language and of language in general.
- Language study provides insight into other cultures and cultural differences.
- Language study enables students to function in a global context.
- Knowledge of a foreign language increases one's desirability as a job candidate, particularly for leadership positions.
- Foreign language study requires structured learning and can therefore improve study skills.

Students must demonstrate a level of proficiency in a second language equivalent to one full year of college study. They may meet this requirement in any of the following ways: (a) by achieving a satisfactory score on a placement exam administered during Orientation; (b) by completing an introductory-level modern or classical language course at Kenyon; (c) by completing a language course elsewhere that is equivalent to an introductory-level Kenyon course, earning a satisfactory grade, and transferring the credit; (d) by earning language credit in a course in the Kenyon Academic Partnership program; (e) by earning a score of 3 or better on the College Board Advanced Placement test in a second language or literature; (f) in the case of Latin, by earning a score of 4 or 5 on any Latin Advanced Placement examination; or (g) by earning a score of 540 or higher on an SAT II modern language test. If the student seeks to meet the requirement through study of a language that is not offered at Kenyon, the student is responsible for providing documentation that is satisfactory to the registrar or to the chair of the Department of Modern Languages and Literatures. Likewise, if a student seeks to meet the requirement through an off-campus study (study-abroad) program other than one of the Kenyon-approved programs, the student must provide documentation that is satisfactory to the registrar or to the chair of the Department of Modern Languages and Literatures. Because Kenyon's introductory modern languages courses are taught as a single, year-long curriculum, it is not possible to take one semester of a language at another institution and complete the requirement by taking a second semester at Kenyon.

8. Quantitative reasoning
The student must earn a minimum of .5 Kenyon unit of credit in a course, or courses, designated as meeting the quantitative-reasoning requirement. These courses are marked "QR" in the course catalog. Advanced Placement courses will not satisfy this requirement.

In order to transfer credit to fulfill the QR requirement, a student must present to the Kenyon registrar evidence that the proposed transfer course is equivalent to a specific Kenyon QR course (a list of and descriptions of which are available on the registrar's Web page). For any proposed transfer course that does not correspond directly to a Kenyon equivalent, the student must supply explicit evidence that the course meets the specific criteria established for QR courses at

Kenyon (e.g. it teaches students "to use statistical methods to analyze and interpret data," "to make inferences and decisions based on quantitative data," "to design experiments, and learn and apply data-collection methods," etc.) as a continuing theme in the course. In turn, the registrar will consult with the chair of the relevant department(s) to evaluate whether the proposed course is in fact equivalent to a Kenyon QR course or whether it adequately meets QR quidelines. The registrar, acting on behalf of the Curriculum Policy Committee, reserves the right to deny the transfer of QR credit. *In every instance, the burden of proof falls to the student to present evidence that the QR criteria have been met; this evidence should take the form of course descriptions, syllabi, copies of assignments, and examinations. Whenever possible, students are urged to present transfer courses for the registrar's evaluation before enrolling in them.*

Note: A course will satisfy the quantitative-reasoning requirement only if it is designated a QR course for the semester in which it has been taken. Students should be aware that a particular course may change in character from one year to the next, so that it may count as a QR course during one semester but not during another.

Quantitative-reasoning courses may focus on the organization, analysis, and implementation of numerical and graphical data; or they may involve learning mathematical ideas, understanding their application to the world, and employing them to solve problems. In QR courses, students will learn some or all of the following:

- To use statistical methods to analyze and interpret data.
- To make inferences and decisions based on quantitative data—for example, by developing and testing hypotheses.
- To critically assess quantitative information—for example, by reading and critiquing journal articles with quantitative information and analysis.
- To design experiments, and learn and apply data-collection methods—for example, by developing data in laboratory exercises.
- To use mathematical reasoning and the axiomatic method—for example, by using systems of symbolic logic.
- To develop and use mathematical models—for example, to predict the behavior of physical, economic, or biological systems.
- To learn and apply the basic ideas of probability, chance, and uncertainty.
- To understand and apply concepts in algorithms and computer programming.
- To communicate quantitative information and mathematical ideas—for example, by constructing and interpreting graphical displays.

A given QR course probably will not include all of these abilities, but every QR course will engage students in some of them. In courses identified with the QR tag, the use of quantitative reasoning is a major and continuing theme. Although the subject matter of QR courses will vary by department and discipline, the quantitative knowledge and skills developed will be applicable in a wide variety of settings.

The College Curriculum

Underlying Kenyon's curriculum is a set of policies and enrollment regulations created by the faculty to govern every student's curriculum at the College. These policies apply to all candidates for the degree.

Semester Enrollment Requirements

Normally students register for 2 units of credit each semester. A student must enroll for a minimum of 4 units of credit each academic year, up to a maximum of 5 units. In any semester, a student may enroll for a minimum of 1.75 units so long as the minimum enrollment for the year is satisfied. A student may enroll for a maximum of 2.5 units of credit in a semester.

Seniors may enroll for as few as 1.5 units either semester, so long as they enroll for 3.5 units for the year and will have earned the necessary 16 units for graduation.

A student must be enrolled for at least .5 unit of credit in at least two departments in every semester until 16 units have been completed. Any of the interdisciplinary courses do serve as a "department" in this regard. Please note that one may not enroll in, for example, two French courses and two Spanish courses, as these are in the same department. The same would be true for studio art and art history courses.

The Major Program

The major program is organized in one of the following ways:

The major in a department or program. The major program constitutes focused academic work undertaken in a single department or discipline. It is the responsibility of the department to determine the work necessary for successful completion of the major. An outline of departmental or programmatic requirements may be found in the introductory paragraphs of each department's course descriptions in this catalog. The department or program may prescribe courses in other departments or disciplines as part of the major program. In order for the student to complete the declared major course of study, a minimum grade point average of 2.00 in the major department or program is required.

The synoptic major. At Kenyon, there are several ways in which students can satisfy broad and substantial interests that cut across departmental and disciplinary boundaries. Students may undertake a double major. They may combine a major in one department with a minor in another, or with any one of several interdisciplinary concentrations. Many will find their needs met by one of the interdisciplinary programs listed in this catalogue.

A great deal of care and hard work has gone into the formulation of the College's majors, minors, and concentrations, so that almost all students choose to major in one of these established departments or programs.

In exceptional cases, however, a student may have a well-thought-out and strong interest in coherent studies that do not quite fit into existing programs. In such cases, it is possible for the student to propose a synoptic major. It is the responsibility of the student to initiate such a proposal, gather faculty advice, and write and justify the proposal for a synoptic program. The proposal must be approved no later than the end of the sophomore year.

Developing a synoptic major program will require the student to do considerable synthesis in thinking through how material from the selected courses fits together. Consultation with faculty (advisor or others) should initially consider whether one or more of the established programs could not meet the needs of the student. A meeting with one of the associate provosts at an early stage will most likely be useful. A synoptic major is likely to prove more demanding to carry out than a major chosen in the ordinary way from existing programs. Therefore, a student proposing a synoptic major must have a cumulative GPA at or above the average GPA of Kenyon students.

A synoptic major program must be deep as well as broad. It must be coherent. The program must consist primarily of courses that are offered in the established programs, together with a limited number of independent-study courses when such courses are really needed. Normally, not more than 2 units of an 8-unit synoptic major program should consist of independent-study coursework. Faculty members from at least two of the departments in which the student will work must agree to serve on the advisory committee for the student's synoptic major. Since each department may designate the core course or courses it deems necessary for all synoptic majors choosing work in that department, the student's proposal for the synoptic major must also be approved by the chairs (or members designated by chair) of the departments of the faculty advisors.

The final form of the student's proposal for the synoptic major program is the responsibility of the student and should be submitted to one of the associate provosts, who will engage with the student and the faculty advisors in a discussion and review of the proposal. Final approval of the program will be made by the associate provost in consultation with the chairs of the departments of the student's faculty advisors (or with senior members of the departments designated by the chairs).

Declaring a major. Students may declare a major at any time, but not later than September 30 of their junior year. Normally, students declare their majors as sophomores before spring vacation. To declare a major, students obtain and file a form in the registrar's office, after securing the necessary faculty signatures. Students wishing to declare synoptic majors may obtain complete information from the office of the associate provosts. Students who plan to participate in off-campus study must declare a major before submitting their off-campus study application.

The Senior Exercise

Students must satisfactorily complete the Senior Exercise in their major program to be awarded the degree. No credit is granted for the exercise. In general, the purpose of the Senior Exercise is to promote coherence within the major program of the student and, particularly, to offer each student the opportunity to articulate that coherence for himself or herself. Although each Senior Exercise is determined by the goals of the individual department and therefore may vary on that basis, a collegiate aim of the Senior Exercise is to encourage the student to achieve the following:

- Develop and demonstrate the ability to think and read critically, and to distinguish the essential from the trivial.
- Explore and refine individual interests through independent research or creative projects.
- Develop and demonstrate writing ability by the completion of a meaningful piece of newly written work.
- Develop and demonstrate speaking ability—through public presentations, roundtable discussions or symposia with peers, or through oral exams, etc.
- Develop and demonstrate the ability to synthesize prior work, and to use and critique method- ologies pertinent to the discipline through exams, written papers, or special projects.
- Grapple with new ideas.
- Collaborate with others—faculty members and peers—at various stages of the Senior Exercise.

Departments may give a different emphasis to each of these goals. In cases where the above goals are not fully addressed by a department's Senior Exercise, the department will incorporate them into other required parts of the major curriculum.

Each department must regularly inform all of its majors of the nature and purpose of the Senior Exercise and must discuss the exercise with its senior majors prior to its administration or due date(s). A student who fails the Senior Exercise will be given another opportunity to pass it before Commencement of his or her senior year. Failure on the second opportunity means that the student may not graduate or participate in the Commencement ceremonies that year. The student will be given an opportunity to satisfactorily complete the Senior Exercise after Commencement at a time mutually agreeable to the student and department.

A Minor Course of Study (Optional)

Students may choose to complete a minor course of study. Minor courses of study are offered in some disciplines but not in all. The following policies govern such courses of study:

- Students declare a minor course of study in the Office of the Registrar just as they declare majors and interdisciplinary concentrations.
- A minor consists of a minimum of 2 units and a maximum of 3.5 units. A minimum of 2 units must be from within the discipline itself.
- Courses that count toward the student's major may not also count toward the minor, nor may a student undertake both a major and minor in the same discipline.
- Neither the College nor a department will plan course availability in a given year so as to enable a particular student or students to complete a minor. Students may not be given preferential admission to a course on the basis of their minor.
- Students' transcripts will note majors (at least one required), concentrations (optional), and minors (optional).
- Specific information and requirements regarding minors may be found under the section of the department or discipline in question.

An Interdisciplinary Concentration (Optional)

Students who have declared a major may also elect to declare an interdisciplinary concentration. As with the major course of study, completion of a concentration becomes part of the student's permanent record. A description of a concentration's requirements can be found in the introductory paragraphs under the appropriate heading in this catalog.

A concentration will require a minimum of 2.5 units and up to a maximum of 4 units of prescribed academic credit. Academic coursework undertaken for such a program may consist of work offered by departments and other concentrations, as well as coursework offered by the concentration. Directors of concentrations certify students' successful completion of their programs to the registrar, who will note completion on the students' records.

Declaring a concentration. Although coursework may begin prior to declaration, students can declare a concentration only after they have declared a major. To elect a concentration, students obtain and file a form in the Office of the Registrar after securing the necessary faculty approval. Students who wish to elect a concentration must do so before November of their senior year.

Joint Major (Optional)

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 Excercise in the format of the cooperating department.

Honors

The degree with college honors. Students may receive the Bachelor of Arts degree with collegiate honors (cum laude, magna cum laude, summa cum laude) by attaining a cumulative grade point average in the following ranges:

cum laude	3.50-3.69
magna cum laude	3.70-3.89
summa cum laude	3.90 and above

Students in full-time residence at Kenyon for less than three years will be considered for honors by the Academic Standards Committee. The student's Kenyon grade average shall be the prime determinant. However, the committee will also examine the student's record at other institutions and may alter the degree of honors indicated by the Kenyon average.

The degree with departmental or interdisiplinary honors. Students may apply to read for the degree with honors in a major. Application should be made to the chair of the department or the director of the program. At any time, the department or program may deny the student the opportunity to continue in honors. Students reading for honors are usually required to pass a special examination administered by an outside examiner.

There are three classes of honors in a major : Honors, High Honors, and Highest Honors. The class of honors that the student receives will be determined jointly by the outside examiner and the faculty of the student's major. A student who fails to achieve the degree with honors may be awarded the degree without honors, provided he or she successfully completes the equivalent of the Senior Exercise.

Collegiate standards for honors in the major. To undertake senior honors work in a major, a student must ordinarily have a minimum 3.33 grade point average overall. In addition, each department or program determines its own minimum requirements, whether a minimum grade point average or some comparable standard. These standards are listed in the sections for the various departments and programs in this catalog.

In cases where a department or program deems a student worthy to undertake honors but the student does not meet minimum standards, the department or program may petition the Academic Standards Committee for acceptance of the student into the honors program. Ordinarily such a petition will be submitted no later than April 15 of the junior year. The committee will consider at least the following criteria:

- Is the student's proposal persuasive and is it supported enthusiastically by the department or program?
- Are there extenuating circumstances around the lower grade point average? Is there upward movement in the grade point average from a poor start? Or are there extenuating circumstances in a particular semester?

Honors for synoptic majors. Students who propose a synoptic major may also ask to read for honors. The Academic Standards Committee decides on admission to the Honors Program for synoptic majors. (An explanation of the procedure is available at the registrar's office.) At least 1 unit of credit in independent study must be included in the program, and arrangements are made for an outside examiner. The degrees of honors are identical to those described above.

Year of Graduation

A student's year of graduation, or class, is determined by the registrar based on semesters of full-time study completed. The year of graduation may be advanced only upon approval of a petition for early graduation. The year of graduation will be set back as appropriate for students returning after having withdrawn, unless they have earned credit as full-time students elsewhere. Students who fall behind the normal pace of 4 units per year by more than 2 units will have their year of graduation and class set back as appropriate.

Questions about a student's year of graduation should be addressed to the registrar.

Early Graduation

The Kenyon degree is based on work accomplished during four years of full-time academic work. In exceptional cases, students with distinguished records may be permitted to graduate in fewer than four academic years. Petitions for early graduation are submitted at least one year in advance of the proposed date of graduation. Detailed information about criteria and procedures is available from the Office of the Registrar.

A Guide to Courses of Study

The following tables are a handy guide to the majors, minors, interdisciplinary majors, and concentrations available in the various academic departments.

Drawing from the options presented in the tables, students, in consultation with their faculty advisors, will develop and implement their chosen courses of study. In brief, the requirements and options are as follows:

- All degree candidates must successfully complete a minimum of one major course of study including the Senior Exercise.
- Students may choose to complete one or more minor.
- Students may choose to complete one or more interdisciplinary concentrations.

Academic Divisions	Academic Departments	Departmental Majors	Departmental Minors
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	
	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	
	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	Sociology

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
Environmental Studies
Integrated Program in Humane Studies
Islamic Civilization and Cultures
Law and Society
Neuroscience
Public Policy
Scientific Computing
Women's and Gender Studies

Preprofessional Programs

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 the graduate school and preprofessional advisor, or the director of the Career Development Office (CDO).

Medicine

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

Introductory Biology
BIOL 115, 116 (lectures) plus BIOL 109-110 (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 ENGL 111Y-112Y, or IPHS 113Y-114Y*

Biochemistry
(highly recommended)
CHEM 256

* 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 109-110 (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, Environment Studies, and Education

In cooperation with Case Western Reserve University in Cleveland, Ohio, Duke University in Durham, North Carolina, Rensselaer Polytechnic Institute in Troy, New York, and Washington University in St. Louis, Missouri, qualified students may participate in programs leading to degrees in the following fields.

Engineering

Case Western Reserve School of Engineering
The program offers bachelor of science degrees in biomedical, chemical, civil, computer, electrical, fluid and thermal, and mechanical engineering; metallurgy and materials; polymer science; and systems and control. There is also an interdisciplinary degree program.

Rensselaer Polytechnic Institute
This program offers bachelor of science degrees in aeronautical, biomedical, chemical, civil, electric power, electrical, environmental, management, materials, mechanical, and nuclear engineering, and an interdisciplinary curriculum in engineering science.

Washington University, Sever Institute of Technology
Offered here are bachelor of science degrees in biomedical, chemical, civil, electrical, and mechanical engineering; computer science; systems science and mathematics; and computer engineering.

Environmental Studies

Duke University School of the Environment
Kenyon participates in the Cooperative College Program of the School of the Environment at Duke University. Participating students are accepted into either of two degree programs, the Master of Environmental Management or the Master of Forestry. Students may enter the School of the Environment at Duke after three years of undergraduate study or upon completion of the baccalaureate. Students interested in the 3-2 aspect should plan early.

Education

The Bank Street College of Education
The 5-STEP Program allows students to begin graduate work during the June and July sessions between their junior and senior year, return to their undergraduate campus to complete their senior year, and then return to Bank Street to complete a master of science in education.

Applications to 3-2 Programs

An associate provost approves these programs. Information, however, is available through Maureen Tobin or the CDO. 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.

Admission to these programs is competitive and is decided by the professional institution. Admission to Kenyon does not guarantee admission to these programs. The professional schools will not accept applications unless approved by the associate provost, who in turn requires the approval of the student's major department and the appropriate preprofessional advisor.

Requirements

The requirements of the professional schools may be obtained in detail from Maureen Tobin or the CDO. Generally, since these are technical disciplines, a strong preparation in basic science and mathematics courses is expected. In addition, a sound background in nonscience courses is required. This latter requirement is normally no problem for Kenyon students.

Kenyon requires three full years in residence at the College, earning no fewer than 12 units. A strong academic record is required, ordinarily at least a (3.0 GPA). In their three years at Kenyon, students must complete all College diversification requirements and a major program. If, by the end of the junior year, a student lacks a course or two for completion of a major, the student may seek the approval of the department to count appropriate courses taken at the professional school toward the major. Such agreements must be made in writing and in advance.

To complete a major, the student must also complete the Senior Exercise. Arrangements for the Senior Exercise are made at the mutual convenience of the student and the department. The work required for the exercise is usually done in the fifth (or sixth) year, but can be done earlier if all parties agree. The department cannot require the student to return to Gambier for the exercise and must adjust its requirements if this is expected of resident students.

Awarding of the 3-2 Program Degree

The Kenyon degree is not awarded until the student completes the professional program (that is, after five years for engineering), unless the student withdraws as described below.

Failure to Complete a 3-2 Program

In the event that a student voluntarily withdraws from the professional portion of the program, the Kenyon degree may be awarded if and when credits that are sufficient to fulfill remaining degree requirements can be transferred to the College. Decisions about which courses transfer are made according to Kenyon's policy regarding transfer credit described earlier. Since much of the coursework in the professional part of the program is highly technical and degree-specific, students are warned that substantial portions may not transfer to Kenyon. Students may, of course, return to the College to complete degree requirements.

If for any reason a student is dismissed by the professional school, the student must return to Kenyon for a full year of study to be awarded the Kenyon B.A.

Postgraduate Option

Students who elect to complete four years at Kenyon and graduate from the College remain eligible for two years to participate in these programs. This provides an alternative to graduate work leading to master's degrees and doctorates in these disciplines. For engineering, there are professional advantages to holding the bachelor's degree rather than graduate degrees.

Course Enrollment and Schedule Change Procedures

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 up to the seventh class day in any given semester. Before a sponsoring faculty member or department chair approves an Individual Study, the student (consulting with the instructor) must submit a written plan for the IS based on the guidelines articulated in the department /program policy.

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 in the Kenyon College *Fees and Charges* booklet.

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.

Course Changes After the First Seven Days of Classes

In certain instances, described below, students may change their course enrollments after the first seven class days of each semester. However, unless otherwise noted, all such changes require payment of a late processing fee and the explicit approvals of advisor and instructor via signatures on their forms.

No course may be added after the sixth week of classes.

Changes in Grade and Credit Status (Audit and Pass/D/Fail)

Audit. 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.

Withdrawing from Courses Before the End of the Semester

Withdraw, illness. A student may petition to withdraw from a course because a serious illness or other personal circumstance beyond the student's control has prevented him or her from meeting the requirements of his or her courses. This will appear as a "WI" (withdrawal because of illness or incapacity) on the student's transcript. A dean must support the student's claim of illness or incapacity, and the request must be approved by the Academic Standards Committee. Students eligible for WI are exempted from payment of a late fee.

Withdraw passing after the seventh class day. A student may withdraw without petition from an extra course only within the first eight weeks of each semester, provided the student remains enrolled for at least 1.75 units of credit in the semester and 4 units for the year. A "WP" (withdraw passing) is recorded if the student is passing at the time of the request; otherwise an F is recorded on the student's transcript. Students may withdraw passing (WP) from an extra year course (a credit overload) only through the eighth week of the first semester, or from the second half of a year course through the eighth week of the second semester. The withdrawal requires the signatures of the instructor and the faculty advisor. A late-course-change processing fee will be charged. Students may not withdraw from the course if an academic infraction is pending.

Withdraw late. A student may withdraw from a course one time only without petition. Students may withdraw late (WL) from a year course during the first semester only. Students may not withdraw late from the second half of a year course. A "WL" (withdraw late) will be recorded on the student's transcript. A student may use this option even if it leaves the student underenrolled, with the understanding that the student must still accumulate 16 units to graduate. However,

students who are already underenrolled may not use this option to become further underenrolled. Use of the WL must be discussed with the student's faculty advisor, the instructor, and the dean for academic advising before a decision is made to use the option. Students are expected to continue to attend class and participate until the required signatures are obtained and the WL form is submitted to the registrar's office. Students should obtain signatures in the following order: faculty advisor, course instructor, and dean for academic advising. This option must be exercised prior to the beginning of the final exam period for the semester in which the course begins. A student may use this one-time option in any class year. However, students who have already exercised the option to underenroll by one course in the fall of the senior year may not use the WL option the following spring.

Students may not withdraw from a course where Academic Infractions Board sanctions are pending or have been imposed. Similarly, students may not withdraw from a class after they have been expelled from the class and the "X" grade has been submitted.

Year Courses

Withdrawing from a year course at midyear. Students are allowed, with permission of the advisor and the instructor, to withdraw from a year course with half credit and a final grade at the end of the first semester. The instructor may require a final examination. Students who withdraw after tentative grades have been submitted must understand that the final grade for the first semester need not necessarily be the same as the tentative grade.

Forms for dropping the second half of year courses at the end of the first semester are available at the Registrar's Office and should be returned there in a timely manner, no later than the seventh class day of the spring semester. The final grade must be received in the Registrar's Office within two weeks (ten class days) of the effective date of the drop. Otherwise a grade of F will be recorded.

Please see section regarding withdraw passing from a course after the seventh class day.

Grades and Credit

Course Credits

Ordinarily, students enroll four 4 units per year. A year course usually counts as 1 unit; most semester courses yield .5 unit. 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 this catalog and may not be undertaken for greater or lesser credit.

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. A chart at the end of this chapter shows the grades and their value. 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 for changing 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. Students may not change a course grade mode to P/D/F if an academic infractions case is pending for the 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.

Incomplete

An incomplete ("I") is a postponement of the deadline for completion of a course. The faculty intends that only in cases of extreme hardship shall an incomplete be given, and only before the scheduled ending of a semester. Ordinarily, only the dean of students or the dean for academic advising and support is empowered to grant incompletes. They may do so in the following instances:

1. When a student has fallen seriously behind in his or her work as a result of prolonged illness or other incapacity, or because of a personal or family crisis that necessitated a substantial interruption of academic work, or

2. When an illness or similar incapacity beyond the student's control occurs in the final days of a course, making final examinations or similar work impossible to complete in the required time. Except in severe cases when the deans may act on students' behalf, students must request an incomplete of the deans. In the absence of the deans, the associate provosts are empowered to act.

The student granted an incomplete must complete the work of the course by the date specified by the granting dean. Once the student has completed the work for the course and the instructor submits the grade, the I is changed to the appropriate grade. Only the dean for academic advising and support may grant extensions. Unless an extension is granted, the instructor is required to submit a final grade fourteen days following the deadline specified by the granting dean even if the student has not completed the work; if no grade is submitted, the incomplete is converted to the default grade.

Repeating a Course

A student may repeat a course with the advisor's and instructor's approvals. If the student repeats a course that was previously failed, the new grade and credit become part of the permanent record and may apply toward graduation requirements. However, the F is not removed from the student's record, and both grades are calculated into the cumulative average.

If a student repeats a course for which credit and a passing grade were received previously, the new grade becomes part of the perma-

nent record; however, no credit or quality points are received for the repeated course. Thus the new grade does not affect the student's cumulative average. The student must notify the Office of the Registrar, and the instructor must approve, in the case where a student is repeating a course for which credit was previously earned.

Grade Reports

Grade reports are available to students on the Web a few days after the grade entry due date, as announced.

At the end of the first semester, tentative grades in year courses are reported. Tentative grades in year courses are not a part of the permanent record. However, students requesting transcripts during the second semester should remember that these tentative grades are official and do appear on the transcript until replaced by final grades. (Students who withdraw from the College in midyear should see also "Procedures for Withdrawing from the College," especially the section "Grades and Credit.")

Students without Web access at home are urged to visit the registrar's office in November or December, or May, to address an envelope for grade reporting purposes.

Parents may request copies of grade reports if the student is a dependent for income-tax purposes. In addition, the College may, when so requested, send copies of correspondence regarding the academic standing of such students to parents.

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. The chart at the end of this chapter lists each grade and the quality points it carries.

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).

Changes in Final Grades

If, after an instructor reports a final grade, an error in calculation or reporting is discovered, the instructor may ask an associate provost for permission to change the grade. Such changes must be requested before the end of the fourth week of the following semester. Changes after the fourth week can be made only through petition to the Academic Standards Committee.

A student who believes his or her grade in a course has been unfairly assigned may, if a written appeal to the instructor is ineffective, carry that appeal to the chair of the instructor's department and, if the problem is not then resolved, to the associate provosts, who will present it to the Academic Standards Committee. If a majority of the committee is persuaded that an injustice has been done, they will authorize the registrar to change the grade.

Class Rank and Merit List

Students who earn an average of 3.55 or higher for the semester are placed on the Merit List. Students with grades during the semester of X, F, NG, I, or WL will not be considered for the Merit List.

At the end of each academic year, class ranks are calculated on the basis of students' cumulative GPA. At the end of the senior year, a final class rank is calculated; records of this rank are kept on file in the Office of the Registrar.

Grades at Kenyon

Calculating Your GPA

1. List your courses, credits, and grades.
2. For each grade and credit find the quality points in the chart below.
3. List the quality points for each course.
4. Total the column of credits; total the column of quality points.
5. Divide total quality points by total credits attempted, including Fs and Xs.
6. Truncate answer to the hundredths.

Chart of Quality Points

	Definition	1.00 unit	.75 units	.50 units	.25 units
A+	Excellent	4.00	3.00	2.00	1.00
A		4.00	3.00	2.00	1.00
A-		3.66	2.74	1.83	0.91
B+		3.33	2.49	1.66	0.83
B	Good	3.00	2.25	1.50	0.75
B-		2.66	1.99	1.33	0.66
C+		2.33	1.74	1.16	0.58
C	Adequate	2.00	1.50	1.00	0.50
C-		1.66	1.24	0.83	0.41
D+		1.33	0.99	0.66	0.33
D	Poor	1.00	0.75	0.50	0.25
D-		0.66	0.49	0.33	0.16
F, X	Failing	0.00	0.00	0.00	0.00

Conduct of Courses

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 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.

Examinations

Grace periods. To ensure that students have adequate time, free from extraordinary pressures, to prepare for final examinations and that students may have vacations free from assignments exceeding the scope required for normal, daily participation in classes, seminars, and laboratories, the College provides grace periods during the year. When instructors believe this grace period restriction would be detrimental to a particular course, they may schedule more ambitious assignments during grace periods, but they must inform the class of these assignments at the beginning of the course. The grace periods are seven calendar days before the beginning of the final examination period in each semester and two days following winter and spring vacations.

Reading periods. The College provides reading periods at the end of each semester prior to the final examinations. The dates of the reading periods are part of the official College calendar established by the president and supervised by the registrar. The purpose of reading periods is to provide time for preparation for final examinations. Instructors may not hold required meetings of classes, give tests, assign work, or schedule alternative final exam times during these periods. An exception is made in the case of honors examinations, which may be scheduled during reading periods.

Final examinations. Final examinations in semester courses are two hours in length. At the option of the instructor, however, such examinations may be three hours in length provided the instructor has so informed the students at the beginning of the semester. Final examinations in year courses are given in the spring and are three hours in length.

Instructors may not accept for credit work submitted after the last day of the semester unless the student has been granted permission by the dean of students for an incomplete. The last day of the semester is specified on the College calendar.

Scheduling of final exams. When an instructor examines all members of a class simultaneously, he or she must do so at the time and place announced by the registrar, except by permission of an associate provost.

If an instructor wishes to cancel the original time of the examination and substitute another time, even if the entire class agrees, the permission of an associate provost must be obtained.

Instructors may, at their discretion, schedule an alternative final exam time for the entire class as long as it falls within the examination period, excluding reading periods. This would involve giving the exam twice, at the time originally scheduled and at another time. Instructors who wish to schedule alternative final exams are encouraged to indicate this on the course syllabus.

If an instructor chooses, at his or her sole discretion, to allow a student to take the exam at a different time, the entire class should have that option, even if the rescheduling occurs late in the semester.

However, if the dean of students or dean for academic advising and support, in consultation with the instructor, gives a student permission to take an exam at an irregular time in accordance with established guidelines - for example, if he or she has more than two exams on one day or is experiencing health problems or a personal crisis - there is no obligation on the part of the instructor to offer the option to the entire class.

When considering special examinations for individual students, in the interest of fairness both to students and faculty colleagues, instructors must observe the following guidelines:

- The examination schedule is published each year so that students may plan accordingly. Therefore, problems involving transportation or jobs are not sufficient grounds for setting special examinations.
- Students who are scheduled for more than two examinations on the same day are ordinarily entitled to relief.
- Problems involving the health of students and personal or family crises are decided on a case-by-case basis. Ordinarily, the instructor will consult with the dean of students.

Failure to appear for a final exam. When a student fails to appear for a final examination, the instructor may prepare and administer a special examination. In such cases, a fee of $35 is charged and the instructor is obliged to exact a grade penalty on the examination, unless the absence is excused by a dean.

"Take-home" final examinations. When an instructor requires a "take-home" examination, paper, or project in lieu of a final examination, such take-home examination, paper, or project may not be required for submission earlier than the scheduled time of examination set by the registrar. To protect students and faculty from too much work at the end of the examination period, faculty members are strongly advised to make take-home assignments due at the exam time scheduled for that class.

Class Attendance

Attendance policies. Faculty members are responsible for announcing their attendance policy at the first meeting of the course or including such a statement in the course syllabus. Students are subject

The Right to Petition

The College has no wish that any of its academic rules and requirements should impose needless hardship or manifest injustice upon any of its students. It therefore reserves to every student the right to petition faculty members on academic matters.

Petition Procedures

A description of petition procedures and instructions is available on the registrar's Web site.

The petition must be a clear and detailed statement containing the specific regulation(s) under consideration. Petitions will not be considered without recommendations from the student's advisor and from any other person (deans, Health and Counseling Center staff members, etc.) who may be affected by or have special knowledge bearing on the petition. Such recommendations will be considered with the petition.

Every petition will be dealt with on its own merit. The registrar will write the student concerning the decision and place a copy of the letter along with the petition in the student's file. Students submitting petitions must not assume that the petition will be granted. Therefore, a student should continue with class attendance and preparation until results of the petition are known. Decisions of the registrar or the petitions subcommittee of the Committee on Academic Standards may be appealed to the full academic standards committee.

Maintenance of Academic Standards

Kenyon reserves the right to require any student to withdraw from the College if the student fails to meet the standards of scholarship expected, cannot remain without endangering his or her own health or that of other students, or has been found to have fallen seriously below the standards of behavior set forth in this catalog and the Student Handbook.

Satisfactory Progress Toward the Degree

Satisfactory progress toward the degree is defined as the maintenance of at least a 2.0 cumulative average and earning credit at the normal rate of 4 units per year.

Substandard Academic Performance

The Committee on Academic Standards is charged with reviewing cases of substandard academic performance by students. Normally, the Subcommittee on Academic Standing acts for the full committee.

At the end of each semester, this committee routinely reviews the records of all students who fail to meet the minimal requirements as defined above. Based on this review, the committee may take any of the actions outlined below. The committee examines deficiency reports from instructors and receives reports from such offices as that of the dean of students, dean for academic advising and support, the health center, and so on. The committee strives to find the causes for the deficiencies if at all possible.

In addition, the committee may ask for a report from the faculty advisor, as well as a written statement from the student. Tentative grades in year courses are considered by the committee.

Committee Actions

The academic record of any student who cannot accomplish a 2.0 (C) average during any period of enrollment in the College raises serious questions about the student's will or capacity to graduate from Kenyon. Likewise, the academic record of any student who is more than .5 unit behind his or her class, or has multiple withdrawals and incompletes in any one semester, raises similar questions.

In its deliberations, the committee strives to weigh all pertinent factors before reaching a decision about the student's will or capacity to make satisfactory progress toward graduation. In addition to the reports mentioned above, positive or negative trends in the student's record are taken into account.

The following are the most common actions taken by the committee.

Letter of warning. This is a letter explaining the deficiency and possible consequences if improved performance is not forthcoming in the following semester or year.

Conditional enrollment. This letter sets forth conditions for continued enrollment at the College. Some of the more common conditions include prohibition from taking more than four courses, requiring regular class attendance, restrictions on extracurricular activities, requiring approval by the committee of subsequent course selections, and specification of minimal grade averages to be earned if the student is to continue at Kenyon. Students on conditional enrollment are not in good academic standing.

Advised withdrawal. It may be the judgment of the committee that it is advisable for a student to withdraw for some extended period of time. If the student declines this advice, some of the conditions stated above may be imposed.

Required withdrawal. When it becomes obvious that a student will have little or no chance to graduate, or when some time away from Kenyon is clearly indicated, the student's withdrawal will be required. The committee may require withdrawal for a specific period (usually one year), or in extreme cases the committee may require withdrawal indefinitely or permanently.

Records of Committee Actions

Copies of letters concerning actions taken by the Committee on Academic Standards are placed in the students' folders in the registrar's and dean of students' offices. Summary records of the committee's actions are maintained by the dean for academic advising and support.

A note of the committee's actions is kept as a part of the student's permanent academic record. The fact that a student has received a letter of warning or has been placed on conditional enrollment does not appear on copies of the student's transcript that are sent from the College. A student advised to withdraw or required to withdraw from Kenyon is given the opportunity to complete a Declaration of Withdrawal form. By so doing, the student will have voluntarily withdrawn from the College, and his or her transcript will so indicate. If a completed Declaration of Withdrawal form is not submitted by a student who is required to withdraw, the student's transcript will indicate "Required to withdraw: date."

Progress Reports from Instructors

College policy requires instructors to report academic deficiencies in the cases of first-year students, students on conditional enrollment, and others with deficient grades at the midpoint of each semester. A deficiency is defined as a C- level of performance or below. In addition, instructors are encouraged to report deficiencies for any student in case there is some cause for concern about the student's coursework.

Progress reports are sent to the student's advisor and to the dean for academic advising and support. The advisor and/or dean for academic advising and support use these reports to counsel the student. Ordinarily, no action is taken by the committee at the time these midterm reports are submitted. At the end of each semester, instructors are required to comment in cases where they report a grade of C- or below. Progress reports are read by committee members and considered in their deliberations at the end of each semester.

Procedures for Withdrawing from the College

Withdrawal from the College. Students who plan to leave Kenyon for the remainder of a semester, or for a semester or more (except students studying under the auspices of the Center for Global Engagement), or permanently, must declare their intentions to the dean of students or the dean for academic advising and support by completing a Declaration of Withdrawal form.

Grades and credit. Grades and credit for students withdrawing from the College depend on the time of the withdrawal. Here is the policy:

- Before the end of the Thanksgiving vacation: W (no credit or grade) in all courses.
- Between Thanksgiving and the end of the first semester: W in all year courses*; F in all semester courses, unless the courses have been completed (in which case grade and credit are recorded), or unless the deans find that the withdrawal is justified (e.g., because of illness), in which case WI is recorded.
- Between the beginning of the second semester and the end of the spring vacation: W in all year courses* and all second-semester courses.
- After spring vacation but before the end of the second semester: F in all courses* unless the deans find that the withdrawal is justified.

* Students who complete the first semester of year courses may request credit for that work. Half credit is granted if approved by both the instructor and the student's advisor. The grade assigned is usually, but not necessarily, the tentative grade. Instructors may require a final exam. In the absence of such a request for half credit, W is recorded as above.

Financial arrangements. Students who withdraw during the academic year are subject to tuition charges as stated in the Fees and Charges booklet. The general fee, other fees, and book charges are not refundable. Rebates for board may be granted on a weekly prorated basis.

Readmission to the College (after having withdrawn)

Students who have withdrawn from the College and wish to be readmitted must write a letter to the dean of students requesting readmission to Kenyon. This letter should document how the student has spent his or her time away from the College and the resources he or she has in place to facilitate success. A student who withdrew during or at the end of a semester in which he or she had been warned of academic deficiencies, a student who withdrew while on conditional enrollment, or a student who was advised or required to withdraw from the College will have his or her letter of request referred to the Committee on Academic Standards. The committee will consider the request for readmission and make a recommendation to the dean of students. Students who have withdrawn for medical reasons will typically be expected to provide specific documentation from a physician or other medical provider regarding readiness to return to the full-time demands of the Kenyon experience. This documentation will be reviewed by the staff in the Health and Counseling Center, who will make a recommendation to the dean of students. If the student is readmitted, the committee or the dean may impose special conditions on the returning student's enrollment.

Students who were on conditional enrollment or who were advised or required to withdraw will typically be expected to spend up to one year away from the College. During the year, it is advisable that students complete at least one semester of full-time coursework at an accredited college or university and achieve grades of B or better in courses that will transfer back to Kenyon. Students are encouraged to consult their faculty advisors or the registrar to best understand the types of courses Kenyon will accept.

Transfer of credit. Students who enroll at other institutions during their absence from Kenyon must so note in their letter of application. Official transcripts of such work must be sent directly to Kenyon's registrar. The registrar may grant Kenyon transfer credit for work successfully completed (with grades of C- or better) elsewhere during the student's absence in accordance with the regulations guiding the transfer of credit.

Certain study-abroad programs and courses are explicitly prohibited for transfer credit. Students who fail to follow College procedures regarding off-campus study, or who withdraw from Kenyon in order to circumvent existing College regulations regarding off-campus study, will not receive credit for work done off campus.

Readmission deadlines. Students applying for the fall semester should complete the process of submitting letters and supoorting information to the dean of students before March 1 (October 1). Students must be formally readmitted and pay the advance registration deposit (due March 15 or October 15) to participate in the housing selection process and in the enrollment for courses. Students who are filing appeals should submit letters and other supporting materials by December 15 (in order to return in the spring) or May 15 (in order to return in the fall).

Financial Arrangements. Students who return to campus are subject to tuition charges as stated in the Fees and Charges booklet.

Academic Honesty and Questions of Plagairism

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; nor is this 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.

Procedures for Handling Alleged Academic Infractions

The College considers an academic infraction a very serious matter. Procedures and standards exist for reporting, investigating, and adjudicating alleged instances of academic infraction. These procedures and standards are maintained by the Academic Infractions Board (AIB), which consists of students and faculty members. The AIB is a subcommittee of the faculty Committee on Academic Standards.

Academic Infractions Board. The AIB consists of three faculty members (serving two-year terms) and two student members. The faculty members of the AIB are elected by the faculty during the elections for faculty committees in the spring. The chair is appointed by the provost from among the elected members. The student members are appointed, from among the members of its Academic Affairs Committee, by September 1.

If an accusation is accepted for hearing by the AIB during a period in the academic calendar when the full board cannot be constituted, the accused student may choose (1) to have the case heard and decided by the available faculty members of the board, or (2) to have the case heard and decided by the full board when that body can be fully convened. If the accused student chooses this latter procedure, for the interim his or her transcript will show an "NG" for the course for which an academic infractions case is pending. In rare situations where a board member has a conflict of interest (e.g., a friend or an advisee is being accused of an infraction, the accusation is from the same department as a faculty member, etc.), the board member will recuse herself or himself and an alternate will be selected from the Judicial Board.

In exceedingly rare instances when a case could not ever be heard by the full board—when, for example, the student is on the verge of graduating—the associate provost in charge of supervising the work of the AIB, in consultation with available members thereof, may hear cases.

The student must decide whether or not to contest the accusation. If the student chooses not to contest the accusation, then the AIB will assume that the academic infraction was intentional and assess a penalty accordingly. In such cases, the AIB bases its judgment on only the material from which the charges arise and the collegiate records of the accused student. If the student wishes to present any other information to the AIB, then the student must contest the charges and go through the full hearing as outlined below. To contest the charges, then, is not necessarily to "plead innocent," but only to exercise the right to present information that may be relevant to either the question of guilt or the question of appropriate punishment.

At the outset of all courses of study under their instruction, Kenyon faculty and staff should always clearly specify the forms that academic infractions may take in the particular kinds of work required in their courses, and should always respond to student inquiries about these matters. Faculty members who assign work to be done collaboratively or otherwise encourage collaboration among students should be clear about their expectations for collaborative efforts, especially group writing assignments, presentations, and homework. Detailed information regarding these expectations should be provided by faculty members on course syllabi, and students should refer to course syllabi for particular policies in each course. Instructors are responsible for detecting instances of academic infractions, and for dealing with suspected instances according to the procedures adopted by the faculty and described below. These procedures are designed to make the responsibility of judging and penalizing those who commit academic infractions a collegiate matter.

Alleged instances of academic infraction can be reported by any member of the campus community.

A student who suspects an academic infraction presents the evidence to the instructor, who will then act on the information as described below.

A staff member or an instructor who suspects a student of an academic infraction presents the evidence to the chair of the department or program. (If the instructor is the department chair, he or she shall select another member of the department—preferably a former chair—to act as chair for the purpose of these procedures.) If the chair concurs that suspicion of an academic infraction is warranted, he or she reports the alleged violation to the chair of the AIB and the dean for academic advising and support.

Pre-hearing meeting

Within two weeks of notification from the department chair, the dean for academic advising and support will hold a meeting with the chair of AIB and the accused student(s). The primary purpose of this meeting is to make the student aware of the potiential academic infraction and to thoroughly review each step (pre-hearing, hearing, and post-hearing) in the entire process. All questions about the process for dealing with a potential academic infraction should be directed to the dean of academic advising and support, not the faculty member. The next correspondence about the alleged academic infraction will come from the chair of the AIB, typically within one week of the pre-hearing meeting.

If the AIB determines that there is sufficient cause for the charge(s) to be brought to hearing, the accused student will be informed in writing of the alleged infraction and of the place and time of the hearing. Prior to hearing, the accused student has the right to inspect any statements and documents provided to the board by the instructor and the charging department. Reasonable efforts will be made to avoid conflicts with collegiate events. However, the AIB has the authority to schedule the hearing at any convenient time.

Hearing

Members of the AIB will meet with the student, the department chair, the instructor, and the student's faculty advisor or another faculty or staff member of the student's choice. The AIB hearing (but not deliberations) will be recorded with an audio recording device by the chair, and the media (tape or CD) will be sent to the Office of the Associate Provost. The primary purpose of this audio recording is to maintain a complete and accurate record of the hearing, especially for clarifying details in the event of an appeal. If an appeal is filed, the audio recording will be destroyed after the final decision by the provost. When no appeal is filed, the audio recording will be destroyed one week after notification of the AIB decision. The department chair and the instructor will answer questions asked by members of the AIB; they are not to conduct an examination of the student. The role of the advisor is to ask clarifying questions and to advise the student, not to present a defense. It is the student's obligation to present his or her own response. Although the conduct of the hearing will not be controlled by a set of formal rules of evidence or procedure, a finding of guilt must be established by a preponderance of the evidence. The hearing will be closed to anyone not listed above, and neither the student nor the College may be represented by legal counsel at the proceedings.

Phase I of the hearing
In the first phase of the hearing, the board, using only the evidence of the student's work and available documentation supporting a conclusion of an infraction, will decide whether or not there is reasonable cause to believe an academic infraction has occurred.

If, based on the evidence at hand, the board finds that there is not reasonable cause to believe that an academic infraction has occurred, the case is dismissed and both the student and the department or program involved will be informed of the outcome in writing. This written response will be sent within two weeks of the hearing date. Records of the proceedings along with a report of the conclusions reached will be sent to the associate provost charged with overseeing the work of the AIB.

Phase II of the hearing
If the board finds that there is reasonable cause to believe that an academic infraction has occurred, the case will continue on to a second phase of the hearing. The purpose of this phase of the hearing will be to make a definitive determination as to whether an academic infraction has occurred based on further consideration of the evidence from the first phase of the hearing, the testimony of the involved parties, and any other evidence or testimony the board deems relevant. If an infraction has in fact occurred, the board will determine whether the infraction was deliberate or not. The board will decide what, if any, penalties should be imposed. At this point, the issue of intent will be on the table. The AIB will be empowered to ask for any other evidence or testimony it deems relevant to its decision.

Phase III of the hearing
Once all of the evidence is presented to the AIB, the board will deliberate in private and decide (1) whether the student is guilty of an academic infraction; and (2) the degree of culpability. For each hearing of the AIB, the associate provost will prepare a sealed letter containing the student's academic transcript and stating the student's previous violations of academic honesty, if any, and whether the student is on conditional enrollment. The AIB may consider this information in assessing penalites. The board may, in assessing a penalty, consider whether such penalty will have any practical effect upon the student's academic record and recommend such action that it deems just and appropriate. The recommended penalties, if any, will be sent to the associate provost charged with overseeing the work of the AIB. (If the associate provost charged with overseeing the work of the AIB is involved in the case itself, an associate provost who is not otherwise a participant in the case w ill assume responsibility in his or her stead.)

Post-hearing notification
That associate provost will then review the case to assure that appropriate procedure and precedent were followed in the case. If the associate provost determines that appropriate procedures were followed, he or she will inform the student in writing of the results of the hearing by way of issuing a formal decision letter announcing the outcome of the case. If not, the associate provost will consult with the board about his or her objections to the recommendation and will seek to reach a new consensus prior to issuing the decision letter. The formal decision letter will be sent to the student within two weeks of the hearing date.

It is the responsibility of the associate provost to see that the final decision of the AIB is carried out. A student who believes that the verdict or the penalty is unfair has the right to appeal to the provost within three days of receipt of the letter from the associate provost. The scope of the appeal ordinarily shall be limited to whether the decision of the board is supported by the manifest weight of the evidence contained in the record of the charges and subsequent hearing. The student carries the burden of establishing, whether by information previously made known to the board at the hearing or through newly discovered evidence, that the decision is patently unfair or unjust. The provost may decline to hear an appeal that fails to state specific grounds for review of the board's decision. When an appeal occurs, the chair of AIB should be informed of the appeal and the results of the appeal.

In addition to the written notice to the student concerning results of any hearing, copies of the decision letter conveying such notice will be sent to the AIB members, the student's hearing advisor, the student's academic advisor, the instructor(s) of the pertinent course, the pertinent department or program chair(s), and the administrative assistant to the associate provosts. Copies of the decision letter will be sent to the dean of students, the dean for academic advising and support, and the registrar. For students in F-1 and J-1 status, the director of the Center for Global Engagement will be notified immediately after a hearing date has been set. The primary reason for this notification is to enable a College representative to work with the students to understand the possible immigration consequences of being found guilty of an academic infraction.

Materials collected for an academic hearing will be delivered to the Office of the Associate Provost, where they will remain at least until all students charged have graduated or withdrawn from the College.

A student against whom charges have been brought for an academic infraction may not, while such charges are pending nor after being found guilty of an infraction, seek to drop, withdraw from, or change the grading to a pass/D/fail basis in any course for which charges were brought. A student's withdrawal from the College while charges are pending, or any time after the rendering of a decision in an academic infractions case, will not preclude the addition of such information to the student's records maintained by the College.

The Office of the Associate Provost will summarize infractions and actions recommended, and that information can be used, without reference to specific students, in reports to the Committee on Academic Standards, in training sessions for new members of AIB, and in annual releases to campus media. Notifications to students of results will be kept permanently; however, a winnowing of all other materials will generally occur after four years.

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 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.

Library and Computing Policies

Kenyon College's Division of Library and Information Services (LBIS) supports the academic mission of the College by providing access to library and computing resources and facilities, as well as to information essential to teaching, learning, research, and general scholarship.

Housed in the Olin and Chalmers libraries, LBIS is responsible both for both providing access to the physical and online collections, and for preserving them. In addition, LBIS maintains the infrastructure, facilities, and resources of the campus network, computing labs, and computing services. Thus, LBIS policies promote access while preserving resources.

Library Resources

Olin and Chalmers provide many different types of resources. The print and media collections of the College are housed there; circulation policies are available through the LBIS Web site, at http://lbis.kenyon.edu

The libraries also include computing labs, study spaces, student carrels, and work areas. Although not a completely silent facility, Olin and Chalmers serve as a work space for many activities requiring concentration. Quiet areas in the buildings are clearly designated by signs and on the website. The guidelines for quiet areas are also found on the website. We expect library patrions and staff to respect these guildlines.

Technology resources housed in Olin and Chalmers are in high demand, and, like any shared resource, must serve the campus community. Workstations should be used with consideration. When users leave the workstation area they should remove their belongings and log off. Personal belongings should never be left unattended.

Food and drink pose a risk to library collections, equipment, and furnishings. Guidelines for approved food and drink, including drink containers, can be found on signs and on the website. Special receptacles for food trash can be found on each floor of the library buildins.

Fines and fees for overdue, damaged, or lost materials are issued, so use the materials responsibly to avoid these costs (and the costs to the College of resources not being available).

Information Services

Information technology plays an important role in education and the world in general. In order to participate in this electronic culture, Kenyon students, staff, and faculty must have open access to information and to training in information skills. Open access to the College's information services requires an intellectual environment based on mutual respect and trust, information-sharing, collaboration with peers, free inquiry, the free expression of ideas, and a secure information infrastructure.

The health and well-being of such an environment is the responsibility of each member of the Kenyon community. All community members are expected to behave in a responsible, ethical, and legal manner regarding the use of the College's information services. The policies set forth below, defining the rights and responsibilities of individual members of the community, are intended to ensure that such an environment is maintained. By using Kenyon's information services, a member of the Kenyon community implicitly agrees to abide by these policies.

Rights of Members of the Kenyon Community

1. Fair and reasonable access. Open access to information is a precondition to one's personal and professional development and to the sense of community at Kenyon. Access to information, however, must be qualified by other people's right to privacy and their intellectual property rights.

2. Ownership and acknowledgment of intellectual works. Community members have ownership rights over their own intellectual works. Kenyon seeks to create an environment in which people may feel free to create and collaborate with peers without fear that the products of their intellectual efforts will be violated.

3. Collection and disclosure of personal information. Members have the right to be informed about personal information collected about them, and about how it is to be used, as well as the right to review and correct that information.

4. Security. Members have the right to expect reasonable security against intrusion and damage to their electronically stored information.

5. Freedom from harassment. Members have the right to pursue their College work without harassment by another's computer and network usage.

6. Due process. Members have the right to due process in cases of alleged policy violations. They shall be dealt with according to established College judicial processes.

Responsibilities of Members

Respect for the rights of others. The standards of common sense, decency, and courtesy that apply to the use of any shared resource apply to the use of Kenyon's information services. They should be used wisely and carefully, with consideration for the needs of others. Anyone who uses these services to harass, intimidate, or threaten another will be referred to the appropriate College judicial authority.

Respect for the privacy of other's information, even when that information is not securely protected. Information stored electronically is considered confidential unless the owner intentionally makes that information available to other groups or individuals. Personal information should not be looked at, copied, altered, or destroyed without the owner's explicit permission, unless authorized to do so by College regulation or required by law.

Respect for authorized and intended use of information services. Members must use only those information services which they have been authorized to use and only for College-related purposes. Prohibited activities include: political campaign activities, activities jeopardizing the College's tax-exempt status, and activities for commercial profit or for the direct financial benefit of non-Kenyon organizations.

Respect for the intellectual work of others. Since electronic information is easily reproduced, members are expected to honor the work of others by strict adherence to academic honesty policies, software licensing agreements, and copyright laws.

Respect for the common resources. Members are responsible for using information services prudently, remembering that the members of the community share them. They are expected to refrain from all acts that are damaging or wasteful or that hinder others from using information resources.

Respect for the security mechanisms and integrity of the systems and networks. Members must not disrupt or threaten the systems at Kenyon. Members are responsible for the use of their accounts and should not share them with others or use others' accounts.

Respect for the responsibilities of personal-computer ownership in a networked computing environment. Personal-computer owners are responsible for maintaining their computers and complying with College rules and regulations in order to connect to the network.

Transfer Credits and Special Programs

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 (forms 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 involves the liberal arts. 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.

Off-Campus Study

Students who are applying for off-campus study (OCS) must present compelling academic reasons for this option, and they will be required to articulate how the proposed OCS work will be closely linked to their Kenyon curriculum.

The process for approval to study off campus is highly competitive and the number of spaces available for off-campus study is limited. Students applying for a year must present a very strong case for this longer option. Some year-long applications may be approved for a semester only.

Requirements. The minimum cumulative GPA for participation in an OCS program is 2.75. This GPA is a requirement but not a guarantee for OCS approval. A student with a GPA of 2.75 and a strong OCS application will receive approval before a student with a 3.00 GPA and a merely adequate application.

Participation in OCS is ordinarily limited to students with junior standing.

Students wishing to participate in OCS in a non-English-speaking country must have taken at least one semester of the language of the host country, if the language is offered at Kenyon. While on the OCS program, students are required to take a course in the national language, or the local language, if offered by the program.

Deadlines. Students planning to study off campus during their junior year must apply no later than February 1 of their sophomore year. This will ensure that students will have planned well in advance for the integration of OCS coursework and their Kenyon academic work. No late applications will be accepted.

Approved programs. Students must participate in approved programs. Programs are approved by the director of the Center for Global Engagement and the faculty subcommittee on international education. Enrollment in U.S. colleges or universities is excluded, with exceptions for the historically black colleges and universities as well as specific U.S. programs.

Prohibited programs. Certain OCS programs and courses that do not meet Kenyon standards are explicitly prohibited. Students who fail to follow College procedures regarding off-campus study, or who withdraw from Kenyon and thus circumvent existing College regulations regarding off-campus study, are prohibited from receiving credit for coursework completed off-campus.

Transfer of off-campus study credit.

Before starting an 0ff-campus study program, students are required to follow the course pre-approval procedures outlined during the predeparture meeting. As part of these procedures, students must list any courses they may be taking on the program, meet with their advisor, and meet with the chairs of their major/minor departments and with their concentration directors to get approval for the courses. Requests made retroactively require a petition.

Students will have letter grades recorded for work done off campus whenever the course is taught and graded by a member of the Kenyon faculty and the course is given credit in the department where the member is appointed. These grades will factor into the student's GPA at Kenyon. All other OCS grades will be posted on the transcript as transfer credit, but will not be calculated into the College GPA.

Grades below a C- will be posted, but no credit will be awarded.

Kenyon programs

Kenyon-Exeter Program: All grades earned in the Kenyon seminar (taught by the Kenyon resident director) and all grades earned in Exeter's Department of English courses, translated into U.S. letter grades, will be listed on the official Kenyon transcript and figured into a student's cumulative Kenyon GPA. However, any grades posted from the University of Exeter, but earned in departments other than English, are simply treated as transfer credit, following the practices for transfer of grades from off-campus study programs not sponsored by Kenyon.

Kenyon in Rome: All grades earned in the Kenyon seminar (taught by the Kenyon resident director), and all grades earned in courses taught by adjunct/visiting faculty hired by Kenyon will be listed on the official Kenyon transcript as Kenyon courses and will figure into a student's dumulative Kenyon GPA. Courses taken from the program provider will be treated as transfer credit, following the practices for transfer of grades from off-campus study programs not sponsored by Kenyon.

Kenyon-Honduras Program: All grades earned in courses taught by Kenyon professors will be listed on the official Kenyon transcript as Kenyon courses and figured into a student's cumulative Kenyon GPA.

Advanced Placement Credit Awarded

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 (i.e., four divisions) may be satisfied with AP credit. AP credit cannot be used to satisfy the quantitative reasoning (QR) requirement.

AP credit may serve as a prerequisite for specific courses in a 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 Credit Awarded

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 Arbitur, 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 distribution requirements but may be included in a student's petition for early graduation.

Completing a degree after leaving the college

A student who fails to graduate by the anticipated degree date may transfer credits necessary to graduate from Kenyon for up to seven years afterward. After seven years a student may petition the Committee on Academic Standards to complete the degree.

Kenyon Academic Partnership (KAP)

Founded by Kenyon and six independent Ohio secondary schools in 1979 as the School-College Articulation Program (SCAP), the Kenyon Academic Partnership (KAP) is dedicated to improving the transition of students from high school to college. KAP is designed (1) to reduce the amount of course duplication some students find in college; (2) to give students an introduction to the rigors of college work in familiar, supportive settings; and (3) to offer students more advanced and varied courses than are normally not found in high school.

KAP course offerings have increased from four to thirty-one, and participating students have increased from 120 to more than one thousand four hundred per year.

Participating schools offer one or more courses cooperatively developed by the school and Kenyon faculty members. The courses are fully equivalent to the introductory courses offered in each of the College's participating departments. The teachers in the secondary schools present these courses to eligible students according to collegiate standards, reproducing as closely as possible a college environment. Kenyon's standards are maintained in a number of ways: the College appoints KAP teachers in the schools, Kenyon departmental representatives visit and evaluate classes in the schools, and teachers at both levels periodically exchange student papers for cross-grading. At the end of a course, a student's final grade is posted in the same manner as for other College students, and a transcript may be sent to any college to which the student may wish to apply. KAP credits have been accepted in transfer to approximately two-thirds of the colleges attended by KAP students.

KAP students who attend Kenyon and who wish to include KAP credit toward the B.A. must visit the registrar's office to request that the KAP credit be applied to their undergraduate record.

Student Records

Access to Records by Students

Students may inspect all records pertaining to them that are maintained by Kenyon, with these exceptions: records of College officers in their sole possession and not revealed to any other person; records of the Campus and Safety Office, Health and Counseling Center, and chaplain; confidential letters placed in files before January 1, 1975; financial records of parents; and letters of recommendation to which students have waived the right of access.

Access to Student Records by Others

Directory information takes two forms. Public directory information (name, class year, advisor, majors, minors, concentrations, degree, date of graduation, similar information, degree awarded, email address, dates of attendance, honors and awards, high school attended) and on-campus directory information (advisor, home address and phone number, campus address and phone number) are public unless the student expressly prohibits their publication in writing to the registrar's office. All other personally identifiable information is held in confidence by all Kenyon personnel and is not released to others except on the written authorization of the student. (This authorization must include specification of the parties or class of parties to which access is granted.)

However, the College may grant access to student records without the consent of the student to the following parties and under the following circumstances:

- Kenyon officers, as may be necessary in the normal course of the educational and administrative functioning of the College. All members of the faculty and administration and the personnel of their offices shall have such access, except for the officers and personnel of the following offices: the bookstore, the Career Development Center, the maintenance staff, the campus dining service, and campus safety. Student members of faculty committees may have such access under controlled conditions for limited purposes.
- Parties in connection with the granting of financial aid to the student.
- Parents in the event of a disciplinary action involving underage drinking.
- Persons conducting educational or research studies about colleges and students, with the provision that only aggregate (not personally identifiable) data will be released.
- When there exists a bona fide health or safety emergency.
- Certain state and federal officials as mandated by law. (Law-enforcement officers are not included. They are granted access to student records only on the written consent of the student or in case of a court order or subpoena. In the event of a lawful subpoena, with which the College must comply, Kenyon attempts to notify the student that a subpoena has been served and also contacts the College counsel.)

Record of Requests for Access to Student Records

Kenyon maintains, as a part of the educational record of the student, a record of all requests for access (whether or not the requests were granted). This record includes the name of the party requesting the information, the date, and the legitimate interest this party had in requesting the information. Such records are not maintained when the student personally inspects his or her records, when disclosures are made at the request of the student, and when disclosures are made to Kenyon officers.

Records Maintained by the College

Admissions office. Students' applications, secondary-school reports and letters of recommendation, SAT and ACT scores, and so on, are maintained by the admissions office until an admission decision is reached. Letters of recommendation are destroyed, and applications and secondary-school transcripts of those accepted who decide to enroll are sent to the Student Affairs Center and the registrar to form the students' personal folders.

Financial aid office. The Office of Financial Aid maintains correspondence dealing with loans, scholarships, etc. All except parents' confidential statements are available for inspection by the student.

Deans' student folders. Admissions information forwarded by the admissions office forms the basis of these records. Besides correspondence with and about students, nonacademic disciplinary records are maintained. For counseling purposes, the registrar routinely sends to the dean of students' office copies of all students' academic records.

Upon graduation, the deans' student folders are reviewed. Only summary records of activities, awards, honors, and so on, are kept.

Student billing office.

Registrar's office. The registrar maintains the academic records of all students. Two types of records are kept: permanent and nonpermanent.

Permanent record. The permanent academic record includes the student's name, ID number, name of secondary school, date of Kenyon entry, dates of withdrawal and re-entry, major, minors, concentrations, Senior Exercise completion, College degree and date granted, any advanced placement and/or transfer credit, and Kenyon courses, grades, credits, and quality points, as well as semester and cumulative averages.

Recording of suspensions and dismissals on student records. The following policies govern the recording of suspensions and dismissals on the student's permanent record:

- Suspensions for disciplinary, social, or academic infractions are recorded on the student's permanent record as "Suspended: date." If the student is the subject of a judicial proceeding, but voluntarily withdraws from Kenyon before completion of the judicial process, "Date: Withdrew during judicial process" will appear on the student's transcript.
- If a student is dismissed for disciplinary, social, or academic infractions, the student's transcript will indicate "Dismissed: date." If a student is suspended or dismissed for disciplinary, social, or academic infractions during a semester, the sanction will be enacted immediately following the expiration of the appeal deadline and no grades will be issued for that semester. "In Progress" courses will read "NG" (no grade) on the student's

transcript and there will be no opportunity to negotiate incomplete grades nor to complete these courses. An exception to this procedure may be invoked in the event an infraction occurs within the last 5 days of classes and an interim suspension has ben invoked OR if the sanction has been issued within the last 10 days of the semester excluding exam days. In such cases, a student may make a written request to the Dean of Students and the office of the Provost to complete course assignments on a provisional basis pending the outcome of the hearing and/or appeal. Students whose requests are granted must adhere to the expectations of the (interm) suspension and may only submit coursework from off-campus, but that work should be graded and a final grade submitted to the registrar by the faculty member. Only in cases where the final outcome of the case/appeal does not result in suspension or dismissal will those provisional grades (not NG) be recorded on the student's transcript.

- If a student is required to withdraw from Kenyon because of substandard academic performance, the student's transcript will indicate "Required to withdraw: date."

Nonpermanent records. While the student is enrolled, a folder containing correspondence with and about the student is maintained. Such records may be destroyed after the student has graduated or withdrawn.

Questions about Record Accuracy: Challenges to Content

Students have the right to question the accuracy of their records and to interpretations of the contents of their records. The following College officers should be consulted:

Admissions: Dean of Admissions
Accounting: Controller
Student Affairs Center: Dean of Students
Financial Aid: Director of Financial Aid
Registrar's Office: Registrar

Each of these officers will answer questions and interpret information in the files.

Students who question the accuracy of information in a file should bring it to the attention of the appropriate officer. If the matter is not resolved, the student may request a formal hearing. Such requests should be made to the president of Kenyon. The president or provost, or their designee, will serve as hearing officer. The hearing officer's decision is final within the College.

Reproduction of Records

Transcripts. All requests for transcripts should be addressed to the registrar's office and must be authorized by the student or former student by their signature. There is a per copy cost for transcripts supplied by the College. Transcripts are not provided for those who have overdue financial obligations to the College.

Note: The unauthorized altering of an academic record is a crime punishable by law. Students or graduates who fail to respect and maintain the integrity of their academic record, or copies thereof, will be prosecuted. The College reserves the right to limit or discontinue transcript service for such individuals.

Other records. When copies of other records are provided, a charge will be assessed at the rate of one dollar per page. Federal law prohibits the College from providing copies of transcripts from secondary schools and other colleges or universities.

Note: The above policies and procedures are, to the best of our knowledge, consistent with the requirements mandated by Section 438 of the General Education Provisions Act, as amended (fhe Family Educational Rights and Privacy Act of 1974, or the "Buckley Amendment"), and the regulations pursuant thereto as issued by the Department of Health, Education, and Welfare, June 17, 1976.

Students who believe that Kenyon has violated their rights under this law have the right to request an investigation by officers of the Department of Education. Inquiries should be addressed to the Family Policy Compliance Office, Department of Education.

Non-Degree-Status Students

Guest Student Status

The guest-student category applies to students who wish to take courses on a part-time, occasional basis and whose immediate intention is not to earn an undergraduate degree from Kenyon. Ordinarily, to be eligible for guest-student status, a candidate must never have been a degree candidate at the College. Exceptions may be made in unusual cases. Ordinarily, guest students may not enroll in a full-time course load and may enroll in a cumulative total of 8 units of course work for credit.

Admission. Candidates wishing to enroll as a guest student apply to the registrar at least fifteen days prior to the first day of class in each semester in which they wish to undertake one or more courses. More information regarding guest-student status is available from the registrar's office.

Credit. Guest students may enroll in courses for credit or as auditors.

Fees. Tuition for courses taken for credit or as an auditor is indicated each year in the Fees and Charges booklet published by the controller. Guest students are not eligible for financial aid from Kenyon.

Privileges. Guest students are entitled to full library and computing services and may attend seminars, lectures, and campus events open to all students. Ordinarily, guest students do not live in College residences.

Responsibilities. Guest students are held to the same standards, policies, and deadlines as other students.

Residence. For guest students who become degree-seeking students, the residency requirement for the College degree may be met by taking a minimum of three courses in each of four semesters (not necessarily successive semesters). Exceptions to this may be requested by petition to the Academic Standards Committee after consultation with the registrar.

Change of enrollment status. Students who initially enroll as guest students may apply for a change in enrollment status if they wish to become a degree candidate. Guest students must complete a minimum of 2 units of credit to be eligible for a change of enrollment status. Such applications are made to the dean of admissions and are governed by the policies pertaining to transfer admission.

Visiting Students

The visiting-student category applies to students who wish to enroll at Kenyon for a specific purpose for a specific period of time and who do not intend to earn the baccalaureate degree from the College. Students previously enrolled as degree candidates at Kenyon are not eligible for visiting-student status. Ordinarily, visiting students enroll as full-time students and are governed by all regulations of degree candidates. Visiting students are required to reside in College housing.

Admission. Candidates wishing to enroll as a visiting student apply to the dean of admissions. Applications are reviewed by a committee chaired by the dean of admissions. Decisions are governed by the policies pertaining to transfer students.

Credit. Visiting students ordinarily enroll for a minimum of 1.5 units of credit each semester.

Fees. Visiting students pay full fees and tuition, including student activities fees and health and counseling fees as indicated in the Fees and Charges booklet published by the controller. Visiting students may apply for financial aid.

Privileges. Visiting students are entitled to full library and computing services and may attend seminars, lectures, and campus events open to all students. Visiting students are required to live in Kenyon residences.

Responsibilities. Visiting students are held to the same standards, policies, and deadlines as other students.

Change of enrollment status. Students who initially enroll as visiting students may apply for a change in enrollment status if they wish to enroll as degree candidates. Visiting students must complete a minimum of 2 units of credit to be eligible for a change of enrollment status. Such applications are made to the dean of admissions and are governed by the policies pertaining to transfer admission.

Special Academic Initiatives: Food For Thought

Where does our food come from? Most of us can provide little more of an answer than "from the grocery store." Yet media headlines and public debates often emphasize pressing issues involving food, from eating disorders and mad cow disease to genetically modified food and threats of ecoterrorism. Increasingly, it has become difficult and even unwise to take for granted the foods that we eat.

Understanding our food sources raises many questions of national and global significance. How will rising petroleum costs affect the availability and cost of food? What is the impact of current farming practices on the environment? How do the cultural meanings we associate with food influence eating habits? Does the loss of small landholding farmers diminish the foundation of a democratic society?

Food-related issues are particularly salient in the local community, a region rich in agriculture as a way of life and a basis of the economy. For example, the shift toward industrial agriculture has made it difficult for family farmers to compete in the global marketplace; a number of Kenyon employees hold jobs at the College in order to provide the income necessary to keep their farms financially viable. As aging farmers sell out to developers, the cornfields and livestock pastures that mark a rural landscape soon give way to residential sprawl and strip malls.

Food for Thought is a special initiative to explore food, farming, and rural life. As the accompanying list of courses suggests, these subjects touch virtually every aspect of the curriculum. For students, taking several of these courses represents an opportunity both to enrich understanding and to forge the cross-disciplinary connections that are central to liberal education. Many of these courses offer the additional opportunity to engage the surrounding community through original scholarly and creative work, broadening students' horizons beyond Gambier Hill and deepening their connection to this place.

Much of the work accomplished in these courses will contribute to an ambitious public project to build a sustainable market for foods produced in and around Knox County. Students and faculty are conducting research on local food supplies and consumer buying habits, developing a local food warehouse and retail outlet in Mount Vernon, and creating exhibits to raise public understanding about the many ways our food choices affect us as individuals and as a society.

For additional information about Food for Thought, visit the Kenyon Rural Life Center Web site at http://rurallife.kenyon.edu. To learn more about becoming involved in this initiative, contact Professor Howard Sacks, director of the Rural Life Center.

Certificate in Ecological Agriculture

The Ohio Ecological Food and Farm Association (OEFFA)-Kenyon Certificate Program in Ecological Agriculture gives students the opportunity to develop intellectual skills and practical knowledge regarding food and farming systems. Students will (1) develop an understanding of the complex nature of agroecosystems, (2) critically analyze the social, political, and economic institutions in which food and farming systems are embedded, and (3) explore the interplay of social values, personal responsibility, and the achievement of environmental and community goals.

To earn a certificate in ecological agriculture, students must complete three relevant courses and undertake a ten-week summer internship on a farm that uses ecological production methods. These two core elements will be enhanced by additional program components, including participation in workshops and conferences. Each participating student will be eligible to be named an OEFFA Campus Fellow, a position that supports work with the community food system and fosters leadership development.

Participating students earn $2,500 during their internship and receive a housing allowance, if needed. To apply for the program, contact Professor Sacks or any of the faculty listed below.

Courses

Each of these courses addresses themes relevant to Food for Thought. In some cases, the subject matter is central to the entire course; in others, it represents a distinct unit. Please refer to the brief description accompanying each listing, which notes the particular topics examined in the course. Complete course descriptions may be found in the listings for each department or program. For additional information, please contact the relevant faculty member. Independent study and summer research offer additional opportunities for academic work; see Professor Sacks for details.

ANTH 320 Anthropology of Food

Credit: .5 unit

Through cross-cultural comparisons, this course investigates the central role food plays in human biology and culture, including the effects of social, political, and economic issues on human nutrition.

ARTS 106 Photography I

Credit: .5 unit

Students will work on food-related issues for a photography project.

ARTS 320 Color Photography
Credit: .5 unit
Food and culture, food politics, land use, and environmental issues will comprise a photography project; students may pursue additional projects addressing these themes.

BIOL 261 Animal Behavior
Credit: .5 unit
Students observe and quantify behavior of farm animals at local farms involved in sustainable agriculture.

CHEM 108 Solar Energy
Credit: .5 unit
Modern agricultural methods are heavily dependent on petroleum and natural gas; this course explores our global energy challenges from fossil fuels to solar energy alternatives.

ECON 366 Environmental Economics
Credit: .5 unit
In this course we will examine the economic rationale for agricultural practices and policies aimed at improving the quality of the environment and altering our use of natural resources.

ENVS 112 Introduction to Environmental Studies
Credit: .5 unit
This course examines sustainable development, particularly sustainable agriculture, as an important component of our general investigation of the effects of human population size on the environment.

ENVS 253 Sustainable Agriculture
Credit: .5 unit
Students will work five hours a week on a local farm and meet weekly with the instructor to discuss readings and their farm experience.

ENVS 461 Seminar in Environmental Studies
Credit: .5 unit
A portion of this class will be devoted to exploring patterns of changing land-use, including the conversion of agricultural land to suburban and commercial development, and how this leads to a host of environmental effects including loss of biodiversity, changes in soil quality, and a breakdown of the rural community.

HIST 481 Feast, Fast, Famine
Credit: .5 unit
This course explores the cultural, economic, and ecological significance of food in premodern Europe, touching on topics ranging from the religious significance of food, to medieval women, to the economic and demographic consequences of famine.

PHIL 115 Practical Issues in Ethics
Credit: .5 unit
Factory farming, vegetarianism, and the ecology of rural life are among the ethical issues discussed in the course.

PSYC 443 Psychology of Eating Disorders
Credit: .5 unit
This courses examines, from a range of perspectives (e.g., genetic, psychological, feminist sociocultural, cross-cultural), how our relationships with food, eating, and weight management develop into the spectrum of biopsychosocial problems that we call "eating disorders."

RLST 382 Prophecy
Credit: .5 unit
This course will devote two sections to discussion of agribusiness and globalization and their impact on food, farming, and rural life both in America and abroad.

SOCY 104 Identity in American Society
Credit: .5 unit
The course focuses on rural life in examining issues of identity and society in contemporary America.

SOCY 233 Sociology of Food
Credit: .5 unit
This course examines the social world we live in by examining what we eat, how we eat it, where we buy it, how much it costs, who prepares it, who produces it, and how.

SOCY 234 Community
Credit: .5 unit
This course examines the changing character of rural community life, paying particular attention to Knox County, Ohio.

SOCY 477Y, 478Y Fieldwork: Rural Life
Credit: 1 unit
Students will conduct fieldwork throughout Knox County to examine the character of local food production and rural community life.

Special Academic Initiatives: Sustainability

Sustainability has been called the "ultimate liberal art," because it examines fundamental global questions through so many different fields of study. The concept gained prominence in 1987, with the publication of Our Common Future, the report of the Brundtland Commission, which had been convened by the United Nations. "Sustainable development," said the report, "is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Sustainable actions maintain the productivity and biodiversity of renewable resources, including soils, waters, forests, natural areas, and the atmosphere. Such actions can be measured on social, economic, and ecological scales.

Kenyon has undertaken an ambitious set of initiatives to incorporate sustainability in all aspects of college life. These efforts, embracing local and global perspectives, include projects designed to evaluate and reduce the College's carbon footprint, to increase the use of locally produced food (see special initiatives section on Food for Thought), to promote the stewardship of our natural, social, and academic environment, and to foster environmental literacy in all members of the community.

The impact of humans on the environment, as well as our dependence upon it, is certain to be a dominant issue for the foreseeable future. Issues that were not evident fifty years ago now inspire social, political, economic, ethical, scientific, and technical policy and innovation. The courses described below address sustainability from such diverse fields as anthropology, biology, chemistry, economics, environmental studies, religious studies, and sociology. They provide a means to understand sustainability from many disciplinary viewpoints, as well as to appreciate its interdisciplinary nature. Working beyond the classroom to engage with the local environment and community is a central part of many of these classes.

To learn more about sustainability at Kenyon, visit Kenyon's Brown Family Environmental Center Web site at http://www2.kenyon.edu/Bfec/. To learn more about becoming involved in sustainability initiatives, contact Professor of Biology Siobhan Fennessy, codirector of the Environmental Studies Concentration and the Brown Family Environmental Center.

Rural by Design

Funded by a grant from the McGregor Foundation, Rural by Design is a three-year project to enhance local rural sustainability. In a holistic approach integrating the arts, humanities, and sciences, the project explores the broad range of forces--social, economic, environmental, natural--shaping sustainability in an era of expanding globalization.

The initiative provides opportunities for students to make sustainability a central part of the collegiate experience through coursework, summer internships, public projects, and international study. Students will conduct paid summer internships with young farmers to develop sustainable crops on land at the Brown Family Environmental Center and will work with Innovation Greenhouse to develop and execute business models to market these new crops. A yearlong fieldwork course will explore Knox County's public spaces, from region-specific online forums to asphalt-and-concrete town squares, and create activities that foster social connection. An additional project will explore the challenges and opportunities presented by the county's increasing cultural and socioeconmic diversity.

Kenyon is partnering with oversees programs, including the School for Field Studies in Costa Rica, to provide international education and summer intership opportunities for comparative studies in rural sustainability. This work will culminate in an international conference to be held at Kenyon in the spring of 2013.

Students interested in exploring these opportunities should contact Professor of Sociology Howard Sacks.

Courses

Each of the courses below addresses themes relevant to sustainability. In some cases, sustainability is central to the entire course; in others, it represents a distinct unit. Please refer to the brief description accompanying each listing, which notes the particular topics examined in the course. Complete course descriptions, as well as instructors, may be found in the listings for each department or program. For additional information, please contact the faculty member involved.

ANTH 320 Anthropology of Food

Credit: .5 unit

Through cross-cultural comparisons, this course addresses the ways in which humans obtain food and specifically examines industrial and alternative foodstreams.

ANTH 324 Biocultural Adaptations

Credit: .5 unit

This course examines the human biology of living populations and provides a deeper understanding of the biological and cultural factors affecting the health and survival of human groups around the world.

BIOL 228 Ecology

Credit: .5 unit

The ecological systems that underlie the study of sustainability are the focus of the course.

BIOL 229 Ecology Laboratory

Credit: .25 unit

This course provides direct experience with diverse groups of organisms and the methods used to learn about them.

BIOL 251 Marine Biology

Credit: .5 unit

Oceans influence climate, and at the same time climate and human actions strongly influence the ecological communities of ocean habitats. Can oceans sustainably provide needed resources for humans?

BIOL 352 Aquatic Systems Biology

Credit: .5 unit

Fresh water is a relatively scarce resource that is limited in its quality and quantity in many parts of the world. A theme of this course is the sustainable use of water to support both freshwater ecosystems and human societies.

BIOL 353 Aquatic Systems Laboratory

Credit: .25 unit

This is a field-based, aquatic ecology class designed to explore a diversity of local ecosystems and their physical, chemical, and biological characteristics, including their biodiversity.

CHEM 108 Solar Energy

Credit: .5 unit

The exigencies of oil depletion, global warming, and unsustainable growth in energy consumption drive our exploration of several methods of harvesting and harnessing solar energy to replace fossil fuels.

CHEM 125 Nanoscience and Materials Chemistry

Credit: .5 unit

Chemical thermodynamics and kinetics, electrochemistry, and molecular orbital theory are used to explore sustainable energy systems such as fossil fuel alternatives, fuel cells, artificial photosynthesis, and photovoltaics.

CHEM 373 Advanced Organic Chemistry Laboratory

Credit: .25 unit

Catalysis, or enabling a transformation to occur more quickly and with lower energy input, is the focus of the first half of this course.

ECON 336 Environmental Economics

Credit: .5 unit

This course includes a unit on the economic approach to environmental sustainability and the implications this concept has globally, nationally, and locally.

ENVS 112 Introduction to Environmental Studies

Credit: .5 unit

The study of sustainability runs throughout this course, which provides an overview of the issues associated with human population growth and development.

ENVS 253 Sustainable Agriculture

Credit: .5 unit

The goal of this course is to introduce students to the principles of sustainable agriculture through field experiences on local farms and the study of current literature.

ENVS 461 Seminar in Environmental Studies

Credit: .5 unit

This capstone seminar employs a systems approach to the study of sustainability, its viability as a concept, and our progress in reaching the goal of living within the Earth's resources.

PSCI 363 Global Environmental Politics

Credit: .5 unit

This course seeks to identify and address many of the most pressing environmental challenges in today's world. Finding genuinely sustainable and participatory solutions to those challenges is a major goal of the course.

SOCY 234 Community

Credit: .5 unit

Students conduct field research on various aspects of Knox County rural life to develop public projects that enhance community sustainability.

SOCY 477Y, 478Y Fieldwork: Rural Life

Credit: 1 unit

Throughout this course we will investigate the factors affecting community sustainability and the importance of vital communities to our individual and collective well-being.

Course Descriptions

This catalog lists all of the courses that are a regular part of the Kenyon College curriculum. It differs from the catalogs prior to 2008-09, which presented only those courses to be offered in the year of publication. This book, by contrast, embraces the entire curriculum. It should be more useful to current students planning their academic path, as well as to prospective students interested in learning about Kenyon.

The Listings

In cases where a course is associated with one particular professor, that professor's name is given as the instructor at the end of the course description. Sometimes, several professors' names are listed. Most departments have a number of courses that are not associated with just one or several faculty members; rather, many members of the department regularly teach these courses. In these cases, no instructor is listed.

Note: In any given year, faculty members in many departments also offer "special topics" courses. Because special topics courses are not regular parts of the curriculum, and are often offered for only a single year, they are not listed in this book. Special topics courses to be offered in 2010-11 may be found in the online catalog, along with the other courses scheduled for the year (see below).

Courses Offered in 2011-12: the Online Catalog

Kenyon's Web site includes an online course catalog with many useful features. The catalog can be found at http://catalog.kenyon.edu. Here, current students planning their schedule for 2011-12 can find the courses being offered in the upcoming semester, including special topics courses. Users can search the online catalog by department, by discipline, by course title or number, by instructor, by day or time, and in various other ways.

The Web also has a complete catalog: like this book, it lists all of the regular courses in the curriculum.

Other Online Resources

The Web site of the Kenyon registrar's office, registrar.kenyon.edu, also has a good deal of information about courses, course schedules, and requirements. The Web pages of individual departments and programs contain much valuable information as well.

QR Courses

The requirements for graduation include a quantitative-reasoning requirement. All students must earn at least .5 Kenyon unit of credit in a course, or courses, designated as fulfilling this requirement. The catalog indicates these courses with the abbreviation **QR**, placed after the course's credit information. For example, the listing for "Data Analysis" (MATH 206) appears as follows:

MATH 206 Data Analysis
Credit: .5 unit **QR**

Students may use a course to satisfy the quantitative-reasoning requirement only if the course is listed as a QR course during the semester they take it. For an up-to-date list of QR courses, go to registrar.kenyon.edu.

Prerequisites

Some courses list specific prerequisites. This information will be found at the end of the course description. The registrar's office enforces policies regarding prerequisites. Questions about prerequisites should be directed to department chairs and program directors.

Cross-listed Courses

A number of academic departments, in their course listings, include courses from other departments or programs to satisfy diversification requirements. The introductory material of a department's section will call attention to the cross-listed courses to be found in the ensuing listings. Students should note that a course may or may not fulfill various requirements in the major courses of study in which it is cross-listed. For example, ENVS 112 (Introduction to Environmental Studies), from the Environmental Studies Program, is cross-listed in the Department of Biology for the purpose of satisfying natural-sciences diversification, but the course does not count toward the biology major or minor. Students should read the course listings and other departmental information carefully. Questions should be directed to department chairs, program directors, and the registrar's office.

New Students

In the following pages, each department or program offers information that will be especially helpful to first-year students, as well as to other students new to the field in question. Students interested in a particular field but wondering, "Where do I begin?" will learn how to get started. Students are also encouraged to seek guidance from their faculty advisors, and from department chairs and program directors.

Additional Courses

The course listings and descriptions presented in the PDF edition of the catalog are accurate as of April 11, 2011. Some departments may have added or deleted courses since that date. These changes will be incorporated in the online catalog.

African Diaspora Studies

Interdisciplinary

The concentration 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.

The Curriculum

The program in African diaspora studies consists of (1) AFDS 110 Introduction to African Diaspora Studies; (2) 1 unit of foundation courses (.5 unit in African studies and .5 unit in African-American studies); (3) 1.5 units of advanced courses (in no fewer than two departments); and (4) a .5 unit senior-level seminar course.

Courses approved for AFDS Senior Seminar Credit:

AFDS 410 Between Womanism and Feminism
ANTH 471 Ethnomedicine: Africa
ENGL 487 The Mulatto in American Fiction
ENGL 488 Richard Wright and Toni Morrison
SOCY 422 Topics in Social Stratification
SOCY 440 Blackface: The American Minstrel Show
SOCY 463 Intersection Theory
HIST 411 The Civil Rights Era

Each spring, the director of the concentration, in consultation with Crossroads, the program's advisory committee, will determine the courses offered during the upcoming academic year that will fulfill the various program requirements. Courses counted toward a student's major may be counted toward concentration requirements. For a complete list of courses fulfilling the various requirements, students should consult the African diaspora studies Web site on the Kenyon Web site.

Students who wish to declare a concentration in African diaspora studies should consult with the program director. The director is Reginald L. Sanders in the Department of Music .

For First-year and New Students

We offer two distinct introductory courses to orient students to the interdisciplinary nature of African Diaspora Studies at Kenyon College. These courses are AFDS 108: The Crossroads Seminar and AFDS 110: Introduction to African Diaspora Studies. Each course places a distinct 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 which exist to develop a firm grasp of African Diaspora Studies as it currently exists, as informed by past events, and as history continues to unfold.

Transfer Credit Policy

Transfer credit may be applied toward fulfilling the 1.5 units of required advanced coursework. Students planning to study abroad should seek approval of transfer credits, in advance, from the director.

African Diaspora Courses

AFDS 108 The Crossroads Seminar

Credit: 0.5

The Crossroads seminar is a course designed specifically with first-year students in mind. Crossroads is taught by an interdisciplinary group of Kenyon faculty members who have interests in teaching, researching, and engaging with others in the discussion of issues and concerns pertaining to African and African diaspora studies. The specific topic to be addressed each year in the Crossroads seminar is developed by the Crossroads faculty at the end of the preceding spring semester. The Crossroads seminar will typically be taught as a colloquium where several Crossroads faculty offer a set of lectures serving as discrete modules of the course. Within this format, the course is intended to be an exploration of the cultures of the African diaspora and their influences on the global culture. Students will also focus on analytical writing, scientific investigation, and public vocal expression. This course will typically be offered every other academic year. The Crossroads seminar will satisfy .50 unit of diversification in AFDS or AMST.

AFDS 110 Introduction to African Diaspora Studies

Credit: 0.5

This discussion-based course introduces students to several of the most important approaches to the study of African diaspora experiences. Students taking this course will find themselves engaged with a variety of disciplines (e.g., anthropology, history, literary study, psychology, sociology, and visual and performing arts). Though some of the texts may change from year to year, the focus of this course will be to undertake a preliminary investigation into the connections and the relationship between Africa and other parts of the world. This course is typically offered each spring semester.

Instructor: Kohlman, Mason

AFDS 388 Black British Cultural Studies

Credit: 0.5

One of the more important intellectual movements of the last decade, black British cultural studies deserves attention because it offers us important intellectual tools that are used to think about race, ethnicity, gender, class, and nationality in a rapidly changing world. This course begins with a brief consideration of cultural studies as a general proposition, then turns to the specifics of black British cultural studies. One of the central threads of the course will be a consideration of how the various terms of analysis that were developed in the study of Great Britain and its former colonies might be usefully applied to the United States. Authors to be considered will include Hazel Carby, Paul Gilroy, Stuart Hall, and others. We will also read the work of think-

ers who critically engage black British cultural studies, such as Aijaz Ahmad. English majors may count this course toward departmental major requirements. Open to sophomores, juniors, and seniors only. This course is typically offered every two years.

Instructor: Mason

AFDS 410 Between Womanist and Feminist Theories

Credit: 0.5

The objective of this interdisciplinary upper-level seminar is to offer a clear understanding of what feminist theory is, what womanist theory is, and how the two often overlap in history, social commentary, and methodology. As such, the materials used in the course make explicit reference to the many academic and social contexts that have given rise to both feminist theory and womanist theory. During the course of the semester, we will trace several elements of the African American experience, predominantly pertaining to women, in order to understand how disparate voices have been informed by each theoretical paradigm. We will specifically discuss fictional and academic texts, films, audio-clips, and several other examples of womanist and feminist discourses to cement your understanding of these theoretical paradigms. Prerequisites: AFDS 110 and one mid-level course that may be counted toward the AFDS concentration or permission of the instructor.

Instructor: Kohlman

AFDS 490 Senior Seminar

Credit: 0.5

The senior seminar will be offered each year by a member of the AFDS faculty. Students should consult with the director to find out which courses are being taught in any given year that satisfy the AFDS Senior Seminar requirement.

AFDS 493 Individual Study

Credit: 0.5

The individual study option is a flexible concept to be negotiated between students and faculty members along with the director of the African Diaspora Studies Program. Typically, an individual-study course emerges from student initiative and depends on faculty interest and availability. Less frequently, individual study can be offered when students need to take a particular course in order to fulfill the requirements of the concentration and can draw on the expertise of a faculty member. Even in this circumstance, however, the option depends upon faculty availability. While we expect that students will broach the possibility of doing individual study, faculty will have the ultimate authority in determining how any individual study course is to be conducted. We view this option as an exceptional, not routine, opportunity. Given the interdisciplinary nature of the program, and the fact that aspects of the program change from year to year, the director has the right to decline requests for individual study. Individual study courses in African Diaspora Studies will typically run for one semester and carry .5 unit of credit. In those very rare cases where the course has to be halted mid-semester, .25 unit of credit will be awarded.

Additional courses that meet the requirements for this concentration:

AAAS 110: Introduction to African and African-American Studies
AAAS 192: Special Topic
AAAS 490: Senior Seminar
AMST 110: August Wilson and Black Pittsburgh
AMST 381Y: Senior Seminar American Studies
AMST 382Y: Senior Seminar American Studies
ANTH 113: Introduction to Cultural Anthropology
ANTH 245: Cuban Culture: Race, Gender, and Power
ANTH 471: Ethnomedicine: Africa
DRAM 257: Dramatic Literature of the African Diaspora
ENGL 281: Fictions in Black
ENGL 288: Introduction to African-American Literature
ENGL 316: Postcolonial Poetry
ENGL 366: African Fiction
ENGL 378: Race in the Nineteenth-Century Literary Imagination
ENGL 388: Studies in Twentieth-Century African-American Literature
HIST 102D: United States History, 1865-Present
HIST 145: Early Africa
HIST 146: Modern Africa
HIST 175: Early Black History
HIST 176: Contemporary Black History
HIST 210: History of the South, 1607-Present
HIST 248: History of Southern Africa
HIST 310: The Civil War
HIST 312: Blacks in the Age of Jim Crow
HIST 313: Black Intellectuals
HIST 316: Jazz Age: 1900-1930
HIST 341: African Women in Film and Fiction
HIST 349: Contemporary West African History through Fiction and Film
HIST 373: Women of the Atlantic World
HIST 411: The Civil Rights Era
PSCI 332: African-American Political Thought
PSYC 345: Psychology of Race and Ethnicity
PSYC 424: Research Methods in Cross-Cultural Psychology
RLST 232: Afro-Caribbean Spirituality
RLST 342: Religion and Popular Music in the African Diaspora
SOCY 230: Sociology of Race and Ethnicity in the United States
SOCY 232: Sexual Harassment:Normative Expectations and Legal Questions
SOCY 244: Race, Ethnicity, and American Law
SOCY 250: Systems of Stratification
SOCY 421: Gender Stratification
SOCY 422: Topics in Social Stratification
SOCY 440: Blackface: The American Minstrel Show

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.

American studies is a highly selective major requiring intellectual independence and maturity. If you wish to be admitted to the major, you may write a short essay explaining your goals, developing the six-course plan you will follow, and detailing the trajectory of your course of study.

Requirements for the Major

The major in American studies consists of 6 units:

- AMST 108 Introduction to American Studies (.5 unit)
- Four diversification courses (2 units)
- Six courses of elective study (3 units)
- The Senior Seminar (.5 unit)

AMST 108 Introduction to American Studies (.5 unit). This course is normally taken during the first or second year at Kenyon.

Diversification courses (2 units). See the list of courses below. One unit should be from A. History, and one unit from B. Politics, Culture, and Society. Some courses may have prerequisites in the home department; others may have limited enrollment. Students majoring in American studies should work closely with their advisors to ensure their acceptance.

A. History. Two courses (1 unit):
AMST 101D /HIST 101D U.S. History, 1492-1865
AMST 102D /HIST 102D U.S. History, 1865 to Present

B. Politics, Culture and Society. Two courses (1 unit) from the following:

AMST 109 American Art and Culture, 1900-1945
AMST 200D /PSCI 200D Liberal Democracy in America
AMST 314 American College and University Architecture
AMST 382 Baseball and American Culture
ARHS 227D American Art to 1865
ENGL 270 American Fiction
ENGL 280 American Literary Modernism
HIST 175 Early Black History
HIST 176 Contemporary African-American History
HIST 205/PSCI 309 U.S. Political History
HIST 208 U.S. Women's History
HIST 380 Black History through Fiction and Film
HIST 388 Practice and Theory of History
HIST 411 Civil Rights Era
AMST 302D /MUSC 302D The History of Jazz
PSCI 301 American Presidency
RLST 230 Religion and Society in America (U.S.)
RLST 332 African-American Religions
AMST 229D/SOCY 229D Social Movements
SOCY 246 American Folk Music

Elective study (3 units). Six courses from a single area, discipline, or set of disciplines that form a coherent program in American studies. Examples of such areas would be: writing and literature, race and ethnicity, history and society, politics and economics, African-American studies, women's studies, law and society, landscape and the environment, and America in a global context. Many other areas of focus are possible as well. The elective-study program undertaken by the student requires approval of the director of the American Studies Program. At least one unit (2 courses) must be at the 300 or 400 level.

Senior Seminar (.5 unit). A one-semester seminar taken during the spring of the senior year. The Senior Seminar will typically entail individual research and public presentation.

The Senior Exercise

The Senior Exercise in American studies may take several forms, but it must draw on the elective-study component of the major, identifying and then developing, through original research, a major theme that the student has identified as central to his or her work in American studies. By the final Friday in September, majors in American studies will present their plans for the Senior Exercise to their advisors and to the program director.

The exercise itself will have two parts: (1) a presentation (visual, oral, electronic) to selected majors and faculty in American studies; and (2) a written analysis or documentation of the work presented. The Senior Exercise will be presented no later than the last Friday in April in the spring semester.

Honors

The Honors Program in American studies entails a two-semester (1 unit) sequence of independent work integral to the elective-study program in the major, taken during the senior year (AMST 497Y-498Y). The program will result in an honors project that may take a variety of forms but shall include a written component and a public presentation or performance. Honors work will be evaluated by an external examiner. Students with an overall GPA of 3.33 and a GPA of 3.5 in the major become eligible for admission to the Honors Program during

the second semester of their third year. To enter the Honors Program, students must be nominated by an American studies faculty member. Following the recommendation, a formal proposal containing a statement of intent, a tentative bibliography, and a project outline must be sent to the project advisor and the director of American studies for approval by April 1. Exceptions to the GPA requirements may occasionally be granted by petition.

The Concentration in American Studies

The concentration in American studies, encompassing 3 units of work, consists of three components: a one-semester introductory course, AMST 108 (.5 unit); four semester courses in curricular options (2 units); and a one-semester senior seminar (.5 unit). Students may choose among several pathways that will fulfill the curricular-options requirement. To obtain a list of specific courses that fall under these categories, students should consult the director of the American Studies Program. Courses required for a student's major cannot count toward completion of the American studies course requirements. Coursework undertaken for American studies must be over and above work required by a major department.

Students who are considering the concentration should consult with Peter Rutkoff, director of American studies, before enrolling in classes.

Cross-Listed Courses

The following course is cross-listed in the art history offerings and can satisfy the fine arts requirement:
AMST 109 American Art and Culture, 1900-1945

American Studies Courses

AMST 101D United States History, 1492-1865

Credit: 0.5

This course is a thematic survey of United States history from European conquest through the Civil War. Through lectures, discussions, and readings, students will examine the nation's colonial origin, the impact of European conquest of the native peoples, the struggle for national independence, and the formation of a national government. The second half of the course will focus on the making of a modern nation. Topics will include the expansion of the market economy, chattel slavery, and the factory system. The course will also look at early urbanization, the rise of egalitarianism, religious movements, the first women's movements, and the defeat of the southern secessionist movement. No prerequisites. This course is the same as HIST 101D in the history curriculum.

Instructor: Scott

AMST 102D United States History, 1865-Present

Credit: 0.5

This course is a thematic survey of the United States from the end of the Civil War to the present. Students will examine the transformation of the United States from a rural, largely Protestant society into a powerful and culturally diverse, urban/industrial nation. Topics will include constitutional developments, the formation of a national economy, urbanization, and immigration. The course will also discuss political changes, the secularization of public culture, the formation of the welfare state, World War I, World War II, the Cold War, and the Vietnam War as well as suburbanization, the civil rights movement, women's and gay rights, and the late twentieth-century conservative-politics movement and religious revival. No prerequisites. This course is the same as HIST 102D in the history curriculum.

Instructor: Scott

AMST 108 Introduction to American Studies

Credit: 0.5

This course introduces students to the principles of American studies through the exploration of American history and culture in the 1960s. We will seek 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, and students will be asked to engage actively in its development. No prerequisites; not open to seniors.

AMST 109 American Art and Culture, 1900-1945

Credit: 0.5

This course will focus upon the visual culture of the United States in the first half of the twentieth century. Employing an American Studies interdisciplinary model, we shall look at visual imagery within a broad cultural context—in relationship to film, literature, history and politics. In so doing, we shall explore such questions as: What constitutes an American identity in the first half of the twentieth century? How does the notion of cultural nationalism help construct such identities? What are the points of intersection between European and American modernism and modernity? How does race impact modern American expression? Finally, what is the relationship between art, politics and social activism during these years? This course is cross-listed in the Department of Art and Art History. No prerequisite. Open to first year students and sophomores.

Instructor: Dabakis

AMST 110 August Wilson and Black Pittsburgh

Credit: 0.5

The great African American playwright, August Wilson, set his cycle of plays in Pittsburgh's one dynamic neighborhood, the Hill. This seminar will read a series of Wilson's plays, including "Joe Turner's Come and Gone", "The Piano Lesson", and "Fences", and locate them in time and place in African-American history. This course is for first year students with AP or KAP credit in American History or American Studies and a critical aspect of the course will be a three-day field work experience in the Hill District of Pittsburgh. Permission of the instructor.

Instructor: Rutkoff

AMST 200D Liberal Democracy in America

Credit: 0.5

The course explores the guiding principles, major institutions, and national politics of the American political order. The Founders' view of liberal democracy and of the three branches of our government (presented in the Federalist Papers) will provide the basis for consideration of the modern Supreme Court, presidency, bureaucracy, Congress, news media, and political parties and elections. The course concludes with Tocqueville's broad overview of American democracy and its efforts to reconcile liberty and equality. The themes of the course will be illustrated by references to current political issues, events, and personalities. Prerequisite: sophomore standing or permission of the instructor. Offered every year. This course is the same as PSCI 220D, listed in the political science curriculum.

AMST 227D American Art to 1865

Credit: 0.5

This course presents an overview of painting, sculpture, and architecture from colonial times to 1865. It frames the development of American art and architecture within a broad socio-historical context and addresses many of the issues pertinent to American studies. The following questions, among others, will be addressed in the course: Does American culture have a single, identifiable character? How have Americans reconciled their uneasy relationship with European culture? How have American political values, such as freedom, liberty, and democracy, informed the cultural expression of the eighteenth and nineteenth centuries? Prerequisite: ARHS 111 or AMST 108 or equivalent. This course is the same as ARHS 227D in the art history curriculum.

AMST 229D Social Movements

Credit: 0.5

This mid-level course will examine social movements as attempts to bring about social change through collective action. The major goals of the course are: (1) to acquaint students with the sociological literature on social movements; (2) to examine the development, life cycle, and impact of several important social movements in the United States; (3) to examine issues of race, class, and gender within social movements; and (4) to develop students' skills in thinking sociologically about social discontent and social change. Substantively the course focuses primarily on U.S. social movements from the 1960s through today. This course also includes a service-learning component. Each student will work with a community agency two to three hours per week. Prerequisite: introductory sociology course or permission of instructor. This course is the same as SOCY 229D, listed in the sociology curriculum, and may be counted toward the major in American studies.

AMST 302D The History of Jazz

Credit: 0.5

The most fascinating thing about jazz is its vitality. Jazz remains today what it has been since its inception: an art form of intense personal expression in the context of collaborative improvisation. This course is a social and stylistic investigation of the history of jazz, from its African-American origins up to the present. Progressing chronologically, students will investigate through a variety of sources the main jazz styles and musicians and their development and influence upon the jazz scene. Prerequisite: MUSC 101 (or placement by exam) and either 102 or 103. Declared American studies majors may enroll in this course with only MUSC 101 as prerequisite, though 102 or 103 are recommended. Offered every other year. This course is the same as MUSC 302D in the Music Department curriculum.

AMST 303 American Voices:First-Person Narratives

Credit: 0.5

We commonly don't remember that it is, after all, always the first person who is speaking, wrote Henry David Thoreau and indeed, the phenomenon of the first- person narrator is a distinctively American approach to both storytelling and history telling. The class will trace the origins of the essay from Montaigne, the French writer who popularized the essay, through a selection of American writers, including the transcendentalists, civil rights activists, feminists, humorists and environmentalists. In examining each essay, students will ask key questions regarding the interweaving of the historical and the personal. How does the narrator interact with, shape and transform the material presented in the essay? How does the authors personal experience open a window into the larger world? How do the essays tools (form, scene, summary, musings) enable the author to explore truth differently from an historian? In addition to essay reading and analysis, class participants will be responsible for leading class discussions of essays. Participants will author several short personal essays and one extended essay that interweaves personal history with a larger historical and cultural context. The course will conclude with a public reading of original works. Prerequisite: sophomore standing.

AMST 314 American College and University Architecture

Credit: 0.5

College and university campuses, from picturesque Gothic and Georgian wonderlands to the starkly modern and utilitarian assemblages of more recent years, have long been a source of fascination for Americans. They play a large role in the romantic ideal of college life, they evoke images of privilege or openness, and they are increasingly seen as a sales tool by marketers. If we look beyond the most superficial aspects of campuses, though, their physical appearances can reveal a great deal about an institution's history, its goals and philosophy, even its relative place in the nation's higher-education hierarchy. This course will look at a variety of campuses and campus types-urban, suburban, and rural, public and private, old and new-and end with a class project involving development of an ideal campus. Prerequisite: permission of the instructor.

Instructor: Stamp

AMST 378D Topics in American Art

Credit: 0.5

This advanced seminar will explore topics and issues of the study of American art and architecture. Topics covered may range from the women of Rome to African-American women artists to memory and commemorations: cross-cultural perspectives. Assignments will include seminar reports, class discussion, and a research paper. Prerequisite: .5 unit of Art History (ARHS 111, 227D, 231) or American studies (AMST 108, 109) or equivalent. This course is the same as ARHS 378D, in the Art History Department curriculum.

AMST 381 Senior Seminar In American Studies

Credit: 0.5

The course will provide a setting for guided student advanced work in American studies. The participants will work collaboratively to assist one another in the development of individual resarch projects that represent the synthesis of the six courses they have crafted for the major in American studies. The course is required of all American studies senior majors and concentrators. Prerequisite: permission of instructor.

Instructor: Rutkoff

AMST 382 Baseball and American Culture

Credit: 0.5

This course will look at the wide range of representations of the national game in American culture. The course will examine literature, poetry, and drama as well as the visual arts as a way of understanding the power of baseball on our cultural imagination. The seminar will focus on group discussion, collaborative presentations, and individual analysis. Prerequisite: permission of the instructor.

Instructor: Rutkoff

AMST 401 Framing Intellectual Property

Credit: 0.5

Digital copying and internet file-sharing have given rise to a heated national debate over the ownership of art and ideas. On the one hand, we have the film and recording industries aggressively protecting and enlarging their holdings; on the other, we have a range of open-source initiatives, not just in software but in cultural production generally (as with, for example, scholars, scientists, and artists who post their work for free on the internet). The particulars of this contest are new, but its roots are very old, going back at least to the seventeenth-century, when publishers and governments first attempted to strike a balance between private incentive and the public good. Students in this seminar will trace the history of such attempts from their beginnings into the present; special emphasis will fall on how the founding generation in the United States imagined the circulation of knowledge. Through this history, students will become familiar with the several frames of reference within which this cultural debate has been held; they will thus explore the philosophical, economic, legal, and ethical issues that surround what has come to be called "intellectual property." Prerequisite: permission of the instructor. Offered every two or three years.

Instructor: Hyde

AMST 493 Individual Study

Credit: 0.5

Normally, students who wish to pursue individual study in the American Studies Program should be aware of the following procedures: 1.Individual study is an exceptional opportunity available to junior or senior majors who find that the ordinary course offerings at Kenyon do not meet their needs for the major. Individual study may be taken only for .5 unit of credit. 2.Students must have the prior approval of the program director in order to apply. 3.They must present a detailed reading list and syllabus, including a schedule of assignments/projects and due dates, to the faculty member with whom they choose to work. 4.The American Studies faculty member will confirm the syllabus and schedule in writing to the director of the program. 5.The student project must culminate in a public presentation 6.Evaluation is a combination of student self-evaluation and faculty evaluation, both of which will be reported to the program director with a recommendation for a final grade.

AMST 497Y Senior Honors Project

Credit: 0.5

The Honors Program in American studies entails a two-semester sequence of independent work integral to the elective-study program in the major, taken during the senior year. Prerequisite: permission of the American studies faculty.

Instructor: Rutkoff

AMST 498Y Senior Honors Project

Credit: 0.5

See the description for AMST497Y.

Instructor: Rutkoff

Additional courses that meet the requirements for this concentration:

AFDS 108: The Crossroads Seminar
ARHS 227: American Art to 1865
ARHS 227D: American Art to 1865
ARHS 377: Topics in Modern Art
ARTS 229: Documentary Photography
DRAM 218: Introduction to Film
DRAM 337: The Documentary
ENGL 104D: Narratives of Our America
ENGL 270: American Fiction
ENGL 271: Confidence Game in America
ENGL 280: American Literary Modernism
ENGL 283: Introduction to Native American Literature
ENGL 288: Introduction to African-American Literature
ENGL 372: The Gilded Age
ENGL 378: Race in the Nineteenth-Century Literary Imagination
ENGL 379Y: American Literature
ENGL 380Y: American Literature
ENGL 382: The Jazz Age
ENGL 384: Imaging America in the Novel
ENGL 385: Contemporary American Poetry
ENGL 388: Studies in Twentieth-Century African-American Literature
ENGL 471: Hawthorne: Nation and Transnation in Hawthorne's Fiction
ENGL 473: Faulkner
ENGL 483: Contemporary Indigenous American Poetry
ENGL 486: The Little Magazine in America
ENVS 112: Introduction to Environmental Studies
HIST 101D: United States History, 1492-1865
HIST 102D: United States History, 1865-Present
HIST 175: Early Black History
HIST 176: Contemporary Black History
HIST 189: African-American History through Fiction and Film
HIST 203: United States Civilization: History through Literature
HIST 205: U.S. Political History: the Great Depression and World War Two
HIST 208: U.S. Women's History
HIST 209: Native American History through History, Autobiography, Literature, and Film
HIST 210: History of the South, 1607-Present
HIST 275: World War II
HIST 310: The Civil War
HIST 312: Blacks in the Age of Jim Crow
HIST 313: Black Intellectuals
HIST 316: Jazz Age: 1900-1930
HIST 317: Gilded Age America: 1877-1900
HIST 356: Vietnam
HIST 388: Practice and Theory of History
HIST 391: Special Topic
HIST 400: American Revolution
HIST 408: Native Voices: Self and Society Through North American Indian Autobiography
HIST 411: The Civil Rights Era
PSCI 200: Liberal Democracy in America
PSCI 200D: Liberal Democracy in America
PSCI 301: The American Presidency
PSCI 304: News Media and American Politics
PSCI 309: American Political History
PSCI 310: Public Policy

PSCI 312: American Constitutional Law
PSCI 332: African-American Political Thought
PSCI 365: Terrorism: Origins, Dangers, and Prospects
PSCI 461: U.S. Defense Strategy Seminar
RLST 230: Religion and Society in America (U.S.)
RLST 232: Afro-Caribbean Spirituality
RLST 332: African-American Religions
RLST 411: Trials, Debates, and Controversies
RLST 442: Religion and Popular Music in the African Diaspora
SOCY 104: Identity in American Society
SOCY 111: American Society
SOCY 229: Social Movements
SOCY 232: Sexual Harassment:Normative Expectations and Legal Questions
SOCY 246: American Folk Music
SOCY 250: Systems of Stratification
SOCY 421: Gender Stratification
SOCY 422: Topics in Social Stratification
SOCY 440: Blackface: The American Minstrel Show

Some recently offered special topics include:
American Voices: First-Person Narratives

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. Field study in Honduras provides students with first-hand experience in conducting archaeological and ethnographic research and interpreting results.

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.

Beginning Studies in Anthropology

A first course in anthropology should be any of the three one-semester introductory courses listed below. Each course combines lecture and discussion and has an enrollment of no more than twenty-five to thirty students.

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 Anthropology Major

(minimum of 5 units)

Minimum requirements are described below. Note that all departmental courses are one semester in length (.5 unit each) and that all courses have limited enrollment.

Foundation Courses

An introductory course in each of the three anthropological subdisciplines is required: biological anthropology (ANTH 111); archaeology (ANTH 112); and cultural anthropology (ANTH 113). These courses should be taken as early in the major as practicable and may be taken in any sequence. Upper-level courses in anthropology normally have one of the foundation courses as prerequisite.

Upper-Level Courses

A minimum of six upper-level courses (3 units) is required, including at least one course in each of the three anthropological subdisciplines (biological anthropology, archaeology, and cultural anthropology).

Capstone Course

All departmental majors must enroll in ANTH 465 (History of Anthropological Thought) during the fall semester of their senior year.

Senior Exercise

The Senior Exercise in anthropology consists of a core of common readings, three seminar meetings at which the seniors and all faculty members in anthropology discuss these readings, and an examination in which students write a take-home exam in response to one question from a list provided by the faculty. The topic of the seminar generally requires an integration of three subdisciplines, and readings are frequently from new books that faculty members are exploring for the first time. The goals of this exercise are to place faculty and students together in the roles of expert and colleague, to critique and analyze readings together orally, and to have each student produce a synthetic essay out of this common experience.

Seminar meetings take place during the early months of the fall semester. After these three meetings, the faculty members construct between two and four essay questions, and students select one for the exam. Students have approximately one month to complete the essay and are encouraged to discuss their ideas with faculty members and to utilize additional sources based on either library research or readings from other classes. The essay due date falls just before the Thanksgiving break. Faculty members evaluate the papers and students are notified in writing about their performance in December. Each student's paper is read by at least two members of the faculty, who also provide written and/or oral comments. Some students may be asked to rewrite the paper at this point.

Faculty members judge student performance not merely on the quality of the essay (clarity, insight, and technical proficiency) but also on participation in the whole process of the exercise itself, especially the timely submission of the essay, as well as thoughtful and active participation in the discussions. Any extensions for completing the Senior Exercise must be approved by the dean for academic advising and support, following the same procedures in place for obtaining an Incomplete for any course.

Honors

The Honors Program in anthropology provides students with the opportunity to conduct significant independent research on a topic of their choice. Typically, a student will propose a research focus in consultation with a member of the faculty who agrees to serve as the project advisor.

Late in the student's junior year or early in the senior year, she or he submits a brief description of the honors project to the department. This synopsis outlines the central question being addressed, what methods will be used in conducting the study, and how the thesis will be organized. All anthropology faculty not on leave at the time of the proposal's submission review the document and decide whether it will be approved or declined based on the proposal's intellectual merit and feasibility as well as the student's past classroom performance, demonstrated motivation in pursuit of excellence, and organizational skills.

After the project is approved, the student builds an honors committee consisting of the advisor and one other faculty member who need not be an anthropologist. The student's senior year is spent conducting the research and writing the honor's thesis, although both processes may well have begun in previous years.

The thesis is read by the two members of the honors committee as well as a third person who is an expert in the field addressed by the thesis but who is not a part of the Kenyon faculty. An oral thesis defense, involving the student and the three readers, takes place near the end of the spring semester. The readers then determine whether to award no honors, Honors, High Honors, or Highest Honors to the thesis based on the written document and the student's defense of his/her work. Please consult the description of the anthropology Honors Program available in the departmental office in Palme House or on the Web.

Requirements: GPA 3.33 overall; 3.5 in the major. A student may petition to have these prerequisites waived.

Classes: All students pursuing honors take ANTH 498 during the spring and fall semesters of their senior year.

Due date: Honors theses are due in the anthropology department office on April 1 or the closest Monday after that date. The thesis defense is scheduled for a time after April 1 that is convenient for the student and the readers.

The Anthropology Minor

All minors will include a minimum of 2 units of coursework. No more than half of the courses may be taken at the foundation level (i.e., ANTH 111, 112, 113). Courses will typically be taken from at least two department faculty members. The courses selected for the minor will have a clear and cohesive focus (e.g., a subdiscipline within anthropology or a substantive theme to be examined within the discipline). The specific cluster of courses to be included within the minor will be selected by the student in consultation with a member of the department's faculty, who will serve as advisor. The final selection of courses will be approved by the department chair and subsequently reported to the registrar. Please note that declaration of a minor does not guarantee students a place in any particular courses.

Transfer Credit Policy

Subject to departmental approval, we will accept transfer credit for introductory anthropology courses (cultural, biological, or archaeological, not 4-field introductory anthropology courses) taken at appropriate institutions. If approval is granted, the student will still have to complete 5 units of anthropology at Kenyon.

The department will accept up to 1 unit of credit from approved study-abroad courses to count towards the major. These fill the role of upper-level elective classes.

Cross-Listed Courses

The following course is cross-listed in the anthropology offerings and can satisfy the social science requirement:
MUSC 206 Seminar in Ethnomusicology

Anthropology Courses

ANTH 111 Introduction to Biological Anthropology

Credit: 0.5

Biological anthropology studies the biological diversity of our species and the evolutionary history that has led us to our present condition. The course includes: (1) examination of the genetics underlying evolution and the mechanisms by which change occurs; (2) variation and adaptation among living humans; (3) living primate populations as keys to understanding our evolutionary past; and (4) human evolution. This course is designed to expose students to the breadth of biological anthropology and to prepare them for upper-level classes in anthropology and related disciplines. Enrollment limited to first-year students and sophomores.

Instructor: Hardy, Murphy

ANTH 112 Introduction to Archaeology

Credit: 0.5

Today people increasingly live in highly industrialized and urban civilizations. But how long have humans had "civilization"? What is "civilization" and how can it be recognized? This course will address these questions, first, by looking at the basic elements of archaeology and its place in anthropology. Some of the topics we will cover include the history of archaeology, fundamental aspects of fieldwork and analysis, and the prehistoric record from the first humans to the origins of civilization.

Instructor: Schortman, Urban

ANTH 113 Introduction to Cultural Anthropology

Credit: 0.5

This course introduces students to the discipline that studies and

compares other cultures. Students learn about the main concepts used in anthropology and how anthropologists conduct research, while also discovering how people live in other times and places. Students will learn about theories that provide frameworks for understanding and comparing cultures. Ethnographies—descriptions of life in particular places—give students factual materials with which to apply and critique such theories. Through this introduction to the study of culture in general, and an exposure to specific cultures, students inevitably come to re-examine some of the premises of their own culture.

Instructor: Mendonca, Pack, Suggs

ANTH 252 Anthropology of Religion

Credit: 0.5

For most people in most times and most places, religion has been central to defining who they are and how they are related to other humans as well as supernatural entities. Given the centrality of religion to such self-understanding, it is no surprise that anthropologists have long been interested in the topic and have adopted a variety of approaches to its study. These range from perspectives that stress the adaptive functions of belief systems to those that examine how concepts of the sacred may figure in political contests or shape behavior through the power of their symbols. In this course we will review how these viewpoints and the varied definitions of religion they imply converge within and inform the study indigenous resistance to colonialism. Belief systems and concepts of the sacred have been, and continue to be, at the core of many of these efforts to deny or ameliorate processes of imperial domination. By examining "religion in action" we will arrive at a vivid sense of how religion is used in power struggles, helps adapt people to changed circumstances, and preserves some local control over peoples' understandings of themselves and their relations to the world in which they live. Prerequisite: ANTH 113 or permission of the instructor.

Instructor: Schortman

ANTH 253 Anthropology of Mass Media

Credit: 0.5

Never before in any period of history have so many people had access to so many mass-mediated images. Yet in spite of this proliferation, anthropology has been a recent newcomer to the study of mass media production, distribution, and consumption as situated human activities. Uniquely suited to enter this discourse, an anthropological approach to mass media transcends the limitations of traditional media scholarship by paying closer attention to the broader social and political contexts in which they are embedded. This course endeavors to develop an anthropological understanding of contemporary forms of cultural communication and reception by analyzing the flow of media images across national borders, and particular emphasis is given to the local impact of media culture in different parts of the world. Students will examine the role of mass media in forging national and ethnic identities, body images, sexuality and gender, and experiences of war and violence. No prerequisites but ANTH 113 is strongly recommended. Offered every two years.

Instructor: Pack

ANTH 254 Beginning Maya Hieroglyphs

Credit: 0.5

Maya hieroglyphic texts from the Classic period (CE 400-900) attract attention due to their beauty and the possibility of learning about Maya history, at least as conveyed in the words of the successful elites. The first half of the course will be devoted to methods of analysis: dating and calendrics, the structure of Maya discourse, phoneticism in the writing system, and basic vocabulary. The second part will consider texts from Yaxchilan, Tikal, Caracol, Uaxactun, Copan, Chichen Itza, and other sites. Topics covered will be the origins and growth of kingship, dynastic succession, warfare, religion, and the role of women among the elite. Prerequisite: ANTH 112 or 113, or permission of the instructor. Course offered when there is sufficient demand.

Instructor: Urban

ANTH 310D Music, Human Rights and Cultural Rights

Credit: 0.5

Music is deeply embedded in many forms of individual and cultural identity. This upper-level seminar examines the relationship of music to notions of cultural rights and human rights. Using case studies from a variety of music cultures, we will explore topics such as music censorship, music and warfare, music and disability, and music and AIDS awareness, among others. Engaging with literature from ethnomusicology, anthropology, and other social sciences we will explore the following questions: What roles does music and related forms of expressive culture play in notions of human rights? Who owns music? Who has the right to transform music? What are the artistic, political, and economic reasons for these transformations? What are their implications? What constitutes a cultural-rights violation? What role, if any, should regulatory agencies have with regard to monitoring cultural rights? Prerequisites: permission of instructorand any one of ANTH 113, MUSC 102, or MUSC 103.

Instructor: Mendonca

ANTH 320 Anthropology of Food

Credit: 0.5

This course investigates the central role food plays in human biology and culture. We will explore food from an evolutionary perspective, examining nutritional variations in subsistence strategies ranging from foraging to industrial societies. Students will come to understand that food is a cultural construction as we look at the symbolism and utilization of food from a cross-cultural perspective. Finally, utilizing a biocultural perspective, we will combine our understanding of biology and culture to see the effects of social, political, and economic issues on human nutrition. A variety of methods are utilized in nutritional anthropology, ranging from ethnographic techniques to methods in biological anthropology for assessing the impact of nutrition on human biology. Throughout the semester, students will become familiar with the variety of approaches used to study nutritional anthropology. Prerequisite: ANTH 111, 112, or 113, or permission of the instructor. Offered every year.

Instructor: Murphy

ANTH 321 Evolution and Human Evolution

Credit: 0.5

This course examines anatomical, behavioral, and genetic similarities and differences among living primates and humans, and the evidence for human evolution as reconstructed from the fossil record. Living primates will be studied as potential models for early hominin adaptation and behavior. The purpose of the course is to understand anatomical and behavioral adaptations of hominins and other primates both today and in the past, and to situate these adaptations in a larger ecological framework. This upper-level course assumes a basic knowledge of the fossil evidence for human evolution and some background in evolutionary theory. Prerequisites: ANTH 111 or permission of instructor. Offered every other year.

Instructor: Hardy, Murphy

ANTH 323 Bioarchaeology of Sub-Saharan Africa

Credit: 0.5

Africa is a vast continent with an incredibly diverse set of people and cultures. The goal of this course is to demonstrate the complexity and depth of sub-Saharan Africa's past through the exploration of human skeletal and archaeological evidence. Most people are aware that Africa is the birthplace of our species, and we will begin our journey by exploring human origins and technological innovations. Unfortunately, other cultural complexities such as emergence of food production, indigenous states, and the development of long-distance trade are usually attributed only to Egyptian civilization. This course seeks to fill in the missing details of innovation and complexity for the rest of the continent by discussing the evidence for a vast array of societies in sub-Saharan Africa's past. Prerequisites: ANTH 111 or ANTH 112 or permission of instructor. Offered every other year.

Instructor: Hardy, Murphy

ANTH 324 Biocultural Adaptations

Credit: 0.5

Although biological anthropology relies heavily on an evolutionary perspective, it is also concerned with understanding the interactions between human biology and culture. This biocultural perspective seeks to appreciate how humans adapt to their environment through a combination of biological, cultural, and physiological adjustments. We will explore how humans adapt to a wide variety of environmental factors, including high altitudes, climates, nutrition, and disease. The emphasis of the course will be on understanding our biological and cultural responses to stress and the contexts in which these can be adaptive or maladaptive. Prerequisites: ANTH 111, 112, or 113. Offered every other year.

Instructor: Hardy, Murphy

ANTH 325 Human Skeletal Analysis

Credit: 0.5

This course focuses on the application of human skeletal and morphological data to various interpretive problems (descriptive, comparative, and analytic) in biological anthropology. Topics include basic human skeletal and dental anatomy; determination of age, sex, and stature; developmental and pathological anomalies; osteometric methods and techniques; various comparative statistical methods; and problems of ethics, excavation, restoration, and preservation. The course also includes an examination of representative research studies that utilize the above data and methods. Prerequisite: ANTH 111 or permission of instructor. Offered every other year.

Instructor: Murphy

ANTH 327 Narrative Lives

Credit: 0.5

Within anthropology, the life history has long been recognized as an important vehicle for learning about how culture is experienced and created by individuals. This seminar seeks to develop a better understanding of the research method known as life history, and of its attendant beliefs and limitations in diverse social and cultural contexts. The course will also address how categories of difference such as race, ethnicity, class, gender, sexuality, age, religion, and geographic location are experienced and their relevance to personal identity. Equally important, this is a "learning by doing" course, as it will attempt to bridge theories of self-narrative with cultural anthropological research methods. Students will experience firsthand the theoretical, methodological, and ethical issues involved in collecting life histories. By undertaking individual projects, each student will learn to organize and conduct life history interviews, record them, transcribe them, edit them, and present them in written form. The goal is to explore the multiple stages involved in transforming a narrative life into an inscribed text. Prerequisite: ANTH 113 or permission of instructor. Course offered when there is sufficient demand.

Instructor: Pack

ANTH 330 Archaeological Methods

Credit: 0.5

This course presents some of the major analytical techniques and theoretical approaches archaeologists employ in their efforts to reconstruct past societies. The course briefly considers the historical development of archaeology, and then explores the key concepts that define the discipline. Students will gain an appreciation of (1) the procedures involved in conducting field research, (2) the nature of the material record, (3) the process of archaeological reasoning, (4) the study of various materials, (5) the role of cultural resource management in modern archaeology, and (6) the nature of culture change. The class will consist of lectures and discussion and is always offered in Honduras, but may also be taught at Kenyon. Offered every other year.

Instructor: Schortman, Urban

ANTH 332 Survey of Mesoamerican Prehistory

Credit: 0.5

When the conquistadors reached Mexico, they encountered an empire whose capital city, Tenochtitlan, surpassed Spanish cities in area, population, and complexity. This Aztec empire was, however, merely the last in a series of polities in central Mexico whose roots go back thousands of years to Paleoindian mammoth hunters. Nor did the Aztecs flourish in isolation: contemporary civilizations include the Maya, Mixtec-Zapotec, Tlaxcalans, and Tarascans. This course surveys the development of civilization in Mesoamerica, an area including southern Mexico, Belize, Guatemala, El Salvador, and parts of Honduras and Nicaragua. While we will begin with the Paleoindians and their transformation into settled agriculturalists, our focus will be on the later cultures of the zone: the Olmecs, Mayas, Teotihuacanos, Toltecs, and Aztecs. Topics covered include social and political organization, religion, art and architecture, and writing and calendrical systems. This course should be of interest to students of Latin American culture and history, art history, and religion, and to those simply curious about the thousands of ruins dotting the Central American landscape. No prerequisites, although ANTH 112 is strongly recommended.

Instructor: Schortman, Urban

ANTH 333 Seeds, Settlements, and Standing Stones: The Neolithic in Western Asia and Europe

Credit: 0.5

This course will primarily focus on the topic of the Neolithic. After reviewing current theoretical views on the beginnings of domestication and sedentism, we will look at the actual evidence from plants, animals, and ecology to assess which theory or theories (if any) best explains this major transition in cultural evolution. Next we will examine early social complexity in Western Asia, focusing on new material from Anatolia. In the third section we will look at the biological and cultural transformations the Neolithic wrought in Europe. Finally, we will look at Neolithic monuments from several perspectives: engineering, social organization, landscape, and ritual. The course will combine lectures, demonstrations, discussions, audio-visual materials, and student presentations. Prerequisite: ANTH 112. Offered every other year.

Instructor: Urban

ANTH 336 Fieldwork in Anthropology

Credit: 0.5

This is a field-based course designed to give practical knowledge of and experience in utilizing the techniques of contemporary anthropology. After initial training in both cultural methods (ANTH 464) and archaeological methods (ANTH 330), students will choose to do research in either cultural anthropology or archaeology. Working closely with the instructors, students develop and carry out individual field projects. In the past, cultural field projects have included such topics as herbal medicine, wood use and conservation, religious choice, and attitudes toward pregnancy. Archaeological topics have included studies of rural households, monumental architecture, figurines, and polychrome ceramics. This course is offered only in Honduras.

Instructor: Schortman, Urban

ANTH 338 Theory and Method in Archaeology: Household Anthropology

Credit: 0.5

Theory and method is a rotating-topics course. Topics covered in recent years have included the following: (1) gender and archaeology (addressing such questions as whether we can see gender in the archaeological record, what methods are best for addressing this topic, and how successful have gender-oriented studies been); (2) settlement analysis (looking at spatial distributions and organizations at small and large scales to determine what can be said about social organization using this data); and (3) household analysis (trying to determine empirically what constitutes a household, what activities took place there, and how households relate to larger political and social institutions). Our emphasis, regardless of topic, is on working with actual data. This course is required for participants in the Kenyon Honduras Program. Students who have not participated in the Kenyon Honduras Program will be furnished with a data set for analysis. Prerequisites: permission of the instructor and ANTH 112. Offered every other year.

Instructor: Schortman, Urban

ANTH 341 Peoples of Mexico

Credit: 0.5

This course will focus on indigenous groups, including the Zapotecs, the Mayas, Nahuatl-speaking groups in central Mexico, and northern groups such as the Coras and Tarahumaras. Utilizing ethnographic materials and films, we will examine such topics as religious syncretism, acculturation, the idea of "Indianness," and identity formation in the modern world. The course is run primarily as a discussion group, and the reading load will be relatively heavy. This course is particularly appropriate for international-studies students concentrating in Latin America, Spanish-studies majors, and anthropology students with an interest in indigenous peoples. Prerequisites: ANTH 112 or at least one course in another department covering Latin American history or culture. Course offered when there is sufficient demand.

Instructor: Urban

ANTH 342 Peoples and Cultures of Native North America

Credit: 0.5

The primary goal of this course is to separate the public perception and mythology of the "Indian" from the divergent experiences and everyday reality of Native Americans. A thematic approach will be applied to this study, and topics such as history, film, language, spirituality, commercialism, appropriation, subsistence, and sovereignty will be explored in some detail and from a variety of perspectives. Through a survey of various tribal groups, students will analyze some of the major concepts, methods, and theories used in anthropological studies of Native American cultures; assess the impact that stereotypes, biological and cultural interaction with non-Indians, and urbanization have had on Indian identity; and appreciate the richness and complexity of Native American life as it was and continues to be lived in diverse ways and in different places in North America. Offered every third year.

Instructor: Pack

ANTH 343 Contemporary Issues in Native North America

Credit: 0.5

For at least the past two centuries, scientists, politicians, and academics have predicted the imminent and inevitable demise of Native American cultures. Far from crumbling, however, indigenous cultures today are still many, varied, and showing new signs of revitalization. According to the most recent census data, population figures for Native Americans have reached pre-contact levels. However, there are still many challenges confronting indigenous peoples in representing and organizing themselves. This course is framed within the present tense and designed as an advanced exploration of the significant issues affecting American Indians in modern society. Topics to be addressed include repatriation, environmentalism, militancy, the sports mascot controversy, aboriginal media, gaming, and, above all, sovereignty. Sovereignty is perhaps the most significant concern facing Native Americans today, as Indian nations in modern America struggle constantly to preserve their inherent right to exercise self-determination. The objective of the course is to examine the dominant cultural attitudes and conflicting values concerning what and who constitutes a Native American in the United States in the twenty-first century. There are no prerequisites for this course but ANTH 113 is highly recommended. Offered every other year.

Instructor: Pack

ANTH 345 Ethnicity in Central America

Credit: 0.5

Central America is the home of some easily recognizable ethnic groups, such as the Mayas and Kunas, but there are other, less well-known peoples. After considering what ethnicity might or might not be, we will learn about a number of groups: Mayas, Garifunas, suppressed Native American groups in El Salvador and Nicaragua, Black Creoles, and immigrants from the Levant who are known as Arabes. Studying these groups will help us understand the hidden ethnic tensions sometimes cloaked by national assertions of mestizo identity. Prerequisite: ANTH 113 and permission of the instructor. Offered every other year.

Instructor: Schortman, Urban

ANTH 346 Women In Latin-American Culture

Credit: 0.5

What happens to women's roles in traditional societies undergoing modernization? Is life better for women in cities or rural areas? Are the benefits of development and industrialization felt equally by all members of a family? How and why do women become involved in revolutionary movements? These and other questions will be examined as this course looks at women's lives in contemporary Latin America. Case studies will be drawn from Central and South America. Prerequisite: permission of the instructor. Course offered when there is sufficient demand.

Instructor: Urban

ANTH 348 South American Archaeology

Credit: 0.5

This course examines the diversity of cultures within South America (south of Panama), from the dense jungles of the Amazon to the high grasslands of the Andes. Special emphasis is placed on how these groups have adapted both to the environments they occupy and to the challenge of continued survival within the modern nations of the area. The prospects for their continued persistence into the future are also considered. This course should be of interest to students of history, international studies, religion, Spanish language and literature, and political science. No prerequisite, but ANTH 112 is strongly recommended. Course offered when there is sufficient demand.

Instructor: Schortman

ANTH 349 The Maya: Ancient and Modern

Credit: 0.5

Who are the Maya? Why are they often described as "mysterious"? Did they really disappear? In this course we will examine Maya history, culture, language, and tradition, proving that this dynamic group is very much alive, well, and living in what are now the countries of Mexico, Guatemala, Belize, and Honduras. We will begin with a survey of Maya history prior to the sixteenth-century arrival of the Spanish, tracing the rise and fall of individual Maya kingdoms, the flourishing of art, architecture, writing, calendrics, and belief systems, and the cycle of everyday life. We will then turn to questions of continuity and change, examining the tumultuous periods of Spanish contact and colonization and the ongoing intersection of Maya tradition and the modern world. Topics covered include social and political organization, religion, art and architecture, writing and calendrical systems, tourism, preservation, and development. This course should be of interest to students of Latin American culture and history, art history, and religion. Prerequisite: ANTH 112 or 113. Course offered when there is sufficient demand.

Instructor: Schortman, Urban

ANTH 350 Human Sexuality and Culture

Credit: 0.5

In popular thought, sex is about "the birds and the bees" and "doing what comes naturally." Yet anthropology teaches us that for human beings, the natural is the cultural. Based on that premise, this course looks for cultural patterns in sexual belief and behavior. We begin with an examination of the evolution of sexuality. Is sexuality or sexual behavior expressed the same way by all peoples? Why do humans avoid incest? To what extent are gender roles biologically determined? Are sexually transmitted diseases primarily biological or social problems? How do sexual norms reflect sociocultural adaptations? These are just some of the questions we will confront in this course as we examine the functional and structural significance of sexual behaviors in the sociocultural milieu. Prerequisite: permission of the instructor. Offered every year.

Instructor: Suggs

ANTH 355 The Andes (South American Archaeology and Ethnicity)

Credit: 0.5

When one contemplates indigenous South American cultures, the image that comes to mind is of massive stone constructions raised within the Inca empire. But what are the roots of this great civilization? How did the Inca empire develop from the bands of nomadic hunters and gatherers who were living in South America at least 13,000 years ago? The Incas are not the end of the story of native South American cultures, however. Thrust into history by the Spanish and Portuguese conquests in the sixteenth century, indigenous people throughout South America were forced to adapt to destructive diseases along with new social, economic, and religious practices. Even today indigenous groups are adjusting to conditions not of their making: globalization, neoliberal reforms, and environmental degradation, among others. Any student interested in anthropology, archaeology, history, or Latin America will benefit from becoming acquainted with the material we will be covering. Prerequisite: ANTH 112 or 113, or other courses on Latin American history, culture, or society. Course offered when there is sufficient demand.

Instructor: Schortman

ANTH 358 Medical Anthropology in Biocultural Perspective

Credit: 0.5

Medical anthropology is an interdisciplinary approach to understanding the influences of both biology and culture on the human experience of disease. This course introduces students to the anthropological study of disease ecology and medical systems in other cultures. We will explore the role of disease in humans from an evolutionary perspective, noting the influence that culture, ecology, economy, history, and politics have had in the past as well as the present. In addition, we will look at the efficacy and nature of both non-Western and Western ethnomedical systems and the cultural and psychodynamic features of illness. Throughout this course we will examine the application of a medical anthropological perspective in developing sensitivity for cultural and biological variation within the United States and abroad. Prerequisite: Permission of instructor. This course will be offered every other year.

Instructor: Suggs

ANTH 362 Working with Field Data

Credit: 0.5

While on study-abroad programs, students often carry out independent study projects. While reports are written before returning home, there still exists a body of data that could be seen in a wider context, approached from different theoretical positions to see which ones help to make sense of the data, and written about in a variety of styles. This course provides an opportunity to work with notes, diaries, photos, recorded interviews, or any other category of data gathered while studying abroad. We explore different ways of writing about ethnographic material, learn how to set experiences and information in the context of a wider literature, and apply different modes of interpretation. Finally, we examine the ethics of field work and writing about field research, with particular attention to protecting those who shared their lives with us. Prerequisites: ANTH 113 and participation in a study-abroad program allowing students to engage in a field project that generates original information.

ANTH 421 Neanderthals

Credit: 0.5

Neanderthals. Dull, dim-witted, hairy, beetle-browed, stooped, savage, primitive, and dragging a woman by the hair. These are among the images elicited from students in introductory anthropology classes when asked to describe our closest relative on the human family tree. Is this an accurate image? Did Neanderthals really have trouble walking and chewing gum at the same time? This course will examine in detail the archaeological and paleontological evidence that informs us

about Neanderthal behaviors and capabilities as well as the intellectual climate in which this information is interpreted. Topics covered will include the popular images of Neanderthals through time, functional morphology of the skeleton, dietary reconstruction, settlement patterns, and site use. Prerequisites: ANTH 111 or 112 and permission of instructor. Offered every other year.

Instructor: Hardy

ANTH 460 Race and Ethnicity in American Anthropology

Credit: 0.5

In this course we will look first at how the concepts of "race" and "ethnicity" have been defined within anthropology, particularly American anthropology. Does "race" exist? Why (or why not) are "race" and "ethnicity" the same? In exploring these questions, we will examine both bioanthropological and socio-cultural approaches to these terms. Next, we will look at a variety of groups within the United States that are known as races or ethnic groups: Native Americans; Hispanics/Latinos; Americans of Asian descent; and those of us whose ancestors came, in colonial times or later, from Africa. Lest we forget that even white folks have "race" and "ethnicity," we will look at a new trend in cultural anthropology, whiteness studies. Here we will discuss how various immigrant groups have "become white," and consider current ideas about the meaning of "whiteness." The course will use readings, films, and television as materials for study and discussion; students will be responsible for presentations on various groups, as well as for choosing some of the audio-visual materials. Prerequisites: ANTH 113 and junior or senior standing. Course offered when there is sufficient demand.

Instructor: Schortman, Urban

ANTH 464 Methods in Cultural Anthropology

Credit: 0.5

This course will provide hands-on experience with some research methods that cultural anthropologists use. Participant observation, interviews, and note-taking are standard methods, and we will consider how to organize and access qualitative data through electronic database management. There will be some attention to quantitative methods as well, including statistical inference based on methods such as unobtrusive observation or survey questionnaires. The difficulties of designing a good questionnaire and of becoming a perceptive interviewer or observer are best learned through practice. Students will be required to carry out a research project, from literature search and project design to writing and possibly publishing the results. Only by actually attempting primary research ourselves do we realize just how difficult it is to make statements about human ideas and behaviors that stand up to scientific scrutiny. It is only through such research, however, that we can contribute to knowledge. Prerequisite: ANTH 113 and/or permission of the instructors. Offered every other year.

Instructor: Schortman, Urban

ANTH 465 History of Anthropological Thought

Credit: 0.5

Beginning with the Age of Discovery, developing through the periods of conquest and colonization, and continuing into the present, anthropology has embodied as well as defined the Western world's experience with "other" peoples and cultures. Within this broad historical context, this course investigates the emergence and definition of anthropology as a discipline by focusing on (1) significant theoretical issues and "schools" of thought (e.g., evolutionism, functionalism, materialism, and structuralism); (2) biographical and intellectual portraits of several major figures who were instrumental in formulating these issues; and (3) continuing controversies in the elucidation of certain fundamental principles (e.g., "culture," "relativism," and "the primitive"). Prerequisites: senior standing. Offered every year.

Instructor: Hardy, Schortman

ANTH 469 Topics in Mesoamerican Archaeology

Credit: 0.5

Mesoamerica is a large culture area extending from far northern Mexico to Nicaragua, and with a continuous sequence of development, lasting at least 22,000 years. In antiquity, a wide variety of cultures was present, and many of them continue today, embedded within contemporary nation-states. Topics in Mesoamerica is a rotating topics course designed, as needed, to present students with an opportunity to continue studying more deeply and/or broadly materials from in other courses. Topics covered over the years include these: intermediate and advanced Maya hieroglyphs; the colonial—period ethnohistory of Mexico; the prehistory of southeast Mesoamerica; and hands-on instruction on prehistoric artifact and architectural analysis.

Instructor:Urban

ANTH 471 Ethnomedicine: Africa

Credit: 0.5

Popular culture tells us that Western biomedical science is the only true and beneficial medical approach in the world. It suggests that traditional medical systems are based only on superstitious nonsense. While anthropological studies of medical systems show them to be different from biomedicine in a number of ways, traditional systems are not solely superstitious; neither are they completely without efficacy. This course surveys some of the many human systematic responses to illness and disease, focusing on African ethnographies. It examines beliefs with regard to etiology (causation), taxonomy (classification), and nosology (diagnosis). The course seeks to demonstrate how culture patterns illness behavior and points to the internal rationality in human responses to disease. Ultimately, it shows that all medical systems (including biomedicine) are first cultural systems, ones that universally medicalize sociomoral problems and sociomoralize medical ones. Prerequisite: ANTH 113 and permission of the instructor. Offered every third year.

Instructor: Suggs

ANTH 474 Drinking Culture: The Anthropology of Alcohol Use

Credit: 0.5

Commensality (cooperative, collective consumption of food) is one of the hallmarks of human culture. Of course, what constitutes food, who gets together to share it, and the systematic connections between commensality and economic, social, and political organization are all widely variable across cultures. This class examines alcohol consumption not as a social "problem" or "addictive behavior," but as a commensal behavior which is culturally meaningful. Taking a cross-cultural perspective, we will look at how the symbolic values and social structure of alcohol and its consumption reflect (and sometimes create) the larger sociocultural milieu of which it is a part. How is drinking related to the construction of gender? How is it used to subordinate some people and elevate others in the political systems? What is its relationship to spiritual life? What role does alcohol consumption play in culture change? In short, what do people "get" from drinking besides "drunk"? The literature will cover anthropological research in Africa, Polynesia, Micronesia, the Americas, and Europe. Prerequisite: ANTH 113 and permission of the instructor. Offered every other year.

Instructor: Suggs

ANTH 478 Method and Theory in Archaeology: Archaeology of Identity

Credit: 0.5

Questions of identity, ethnicity, and social boundaries are fundamental to anthropological archaeology, yet they are among the most difficult to address using archaeological data. In this course we will use new theoretical and methodological approaches to examine how groups define themselves, how group identities are formed, and how we can recognize them in the archaeological record. This class will begin with a consideration of the terms "identity," "ethnicity," and "ethnic group," after which we will examine case studies of particular groups, looking at questions of identity formation and maintenance and their archaeological correlates. While most of the case studies will be drawn from the Precolumbian Americas (North, Central, and South), we will also examine identity formation in the Old World. This course should be of particular interest to majors in anthropology (especially those with a concentration in archaeology), sociology, and international studies (Latin American concentration). Prerequisite: ANTH 112. Course offered when there is sufficient demand.

Instructor: Schortman, Urban

ANTH 493 Individual Study

Credit: 0.25-0.5

The Anthropology Department reserves individual study for those students who are unusually motivated in an area of the field and who we believe are responsible enough to handle the challenge of working independently. Such courses might be research-oriented (e.g., students returning from Honduras with data) but are more commonly reading-oriented courses allowing students to explore in greater depth topics that are of interest or utility to them, or that overlap their major course of study. To arrange for individual study, a student should consult with a faculty member during the semester prior to when the independent work is to be undertaken. The individual-study course may be designed exclusively by the faculty member or it may be designed in consultation with the student. For reading courses, a bibliography is created, and the student reads the works on the bibliography, meeting periodically (weekly or bi-weekly) with the faculty member to discuss the works. Terms of course evaluation are left to the faculty directing the individual study, but typically involve either a research paper based on the material in the bibliography or an extensive annotated bibliography with a short explanatory essay tying the entries together and situating the debates which they represent. Another option is for the student to write one- to two-page assessments of each book or reading at intervals throughout the semester. The faculty member comments on these assessments and may request periodic reassessments. The course culminates with a synthetic paper that pulls together all the readings.

ANTH 497 Senior Honors

Credit: 0.5

This course is for students pursuing departmental honors. Prerequisites: permission of instructor and department chair.

ANTH 498 Senior Honors

Credit: 0.5

This course is for students pursuing departmental honors. Prerequisites: permission of instructor and department chair.

Some recently offered special topics include:

Anthropology and Development
Archaeology of Death
North American Prehistory
Ancient Maya
The Viking World
Environmental Anthropology
Anthropology of Space
Anthropology of Natural Disasters
Political Anthropology, Making of the Modern State

Art and Art History

Fine Arts Division

The goal 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. A major in the history of art is intended to prepare the student to interpret and contextualize ideas presented in visual form throughout the past.

Studio Art Introductory Courses

ARTS 101-107 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, slide 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.

Enrollment in introductory courses usually ranges from twelve to eighteen students per section, depending on facilities. No previous art experience is necessary.

Requirements for the Studio Art Major

Students majoring in studio art must take three courses of introductory work (ARTS 101-107), which should be completed by the end of the sophomore year if possible; four courses of intermediate work with at least three different faculty members in three different media, (ARTS 210-379); two courses of advanced work (ARTS 480-481) with two different members of the studio faculty, one each semester of the senior year; and two courses of art history, which should be taken by the end of the sophomore year, if possible. Students majoring in studio art may not take a required course as Pass/D/Fail or as an Independent Study. Also, independent study courses cannot apply to the major requirements.

The Senior Exercise in Studio Art

The Senior Exercise in studio art consists of a public exhibition (usually in the College's main gallery), a written statement, and an oral defense before each member of the studio faculty. The Senior Exercise usually takes place immediately after spring break in the second semester.

Requirements for the Studio Art Minor

Students minoring in studio art must complete two courses of introductory work (ARTS 101-107); three courses of intermediate work (ARTS 210-379); and one art history course. Through the course of their study, minors must have classes from at least three different faculty members in three different media. Students minoring in studio art may not take a required course as Pass/D/Fail or as an Independent Study. Also, independent study courses cannot apply to the minor requirements.

Transfer Credit Policy

A maximum of two studio art courses taken off-campus may be applied to the major.

A maximum of one studio art course taken off-campus may be applied to the minor.

Art History Introductory Courses

History of art courses help students acquire an understanding of material culture and encourage critical thought in a liberal arts framework. Art history students draw from an interdisciplinary base, exploring a wide range of objects, images, and architecture within a broad cultural and historical context.

ARHS 110, 111, 113, and 114 are introductory courses for students who have had little or no previous art history. These courses may be taken in any sequence. Each course introduces students to the concepts and methods of the discipline and prepares students for more advanced study. Most intermediate courses and seminars require ARHS 110 and/or 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).

Requirements for the Art History Major

Students majoring in art history must take two introductory courses (ARHS 110 and 111), six intermediate courses (ARHS 220-269), and one advanced seminar (ARHS 370-389).

Alternately, an art history major can take three introductory courses, choosing either ARHS 113 or ARHS 114 (in addition to ARHS 110 and 111), along with five intermediate courses (ARHS 220-269), and one advanced seminar (ARHS 370-389).

Senior Seminar (ARHS 480), offered the fall semester every year, is required of all majors.

Majors must complete one class (.5 units each) at the intermediate or advanced level in each of the following art historical areas: ancient, medieval, Renaissance/Baroque, and Modern/American. One seminar may be substituted for an intermediate-level course in the same area, with the permission of the faculty advisor.

One unit of studio art: ARTS 101-107 or a beginning-level topics course.

Reading competence in a foreign language is desirable. German is recommended for those students planning to pursue graduate study in art history.

The Senior Exercise in Art History

The Senior Exercise in art history is a comprehensive examination, designed to measure broad knowledge of the history of art. In addition, this exam tests the student's ability to use that knowledge critically. A two-part exam is given on different days (usually a Friday and the following Monday), and is scheduled in February. The first part asks students to identify key monuments in the Western tradition (ancient through modern). Several "unknown" images are also included in this section, with the intention of evaluating applied knowledge rather

than memorization. The second part of the exam consists of two essays: one focuses on a broad-based knowledge of art history and its themes, and the other allows students to choose a question within a specific area of the discipline.

Honors

The Honors Program is an opportunity for students with demonstrated ability to work on an in-depth research project under the supervision of a faculty member. Permission of the art history faculty is required.

Qualifications for the Honors Program in Art History

To qualify for the Art History Honors Program, the following minimum grade point averages are required: a minimum 3.3 cumulative GPA for all courses, and a minimum 3.5 GPA for all art history courses. Completion of a junior honors project is not a prerequisite for undertaking senior honors, but is recommended. Previous completion of a research paper in art history (preferably in the area of honors specialization) is essential. It is required that students undertaking an honors thesis have had at least one (and preferably two) intermediate or advanced courses at Kenyon in the topic area. Endorsement of the proposed project by the thesis advisor is mandatory before submitting an application for honors.

Meeting the minimum GPA does not automatically qualify a student for the Honors Program. Typically, if a student has written an exceptionally well-researched and well-written art history paper, and meets the other criteria for acceptance into the Honors Program, a professor might suggest that the student undertake a related topic as an honors thesis. Alternately, students can discuss pursuing an honors thesis with their academic advisor and a potential thesis advisor. The project must be supervised by an art history professor whose interests and expertise coincide with the proposed project, and who must agree, and be available, to serve as the honors thesis advisor.

In either case, the student then works closely with the thesis advisor to develop a project proposal to be submitted to the art history faculty. Departmental approval must be attained before beginning work on the thesis.

Please see the art history departmental Web page for more information.

Requirements for the Art History Minor

Art history offers a departmental minor with five options, each totaling 3 units.

A broad minor gives students an overview of the field. Requirements: 1 unit at the introductory level (ARHS 110, 111, 113, 114), 1.5 units at the intermediate level (ARHS 220-269) in two or more areas, and a .5-unit advanced seminar. Students seeking a minor in art history are also encouraged to take ARHS 480.

Four options for a focused minor give students a deeper knowledge of one field within art history. The focused minors are as follows:

For ancient art, requirements are ARHS 110 plus .5 unit at the introductory level, 1 unit at the intermediate level in ancient art, .5 unit of advanced work in ancient art, and .5 unit above the introductory level in another area.

For Renaissance and Baroque art , requirements include ARHS 111 plus another .5 unit at the introductory level, 1 unit at the intermediate level in Renaissance and Baroque, and .5 unit at the advanced level in Renaissance and Baroque, plus .5 unit above the introductory level in another area.

A focused minor in Modern/American art requires ARHS 111 plus another .5 unit at the introductory level, 1 unit at the intermediate level in modern art, and .5 unit at the advanced level in modern art, plus .5 unit above the introductory level in another area.

A minor in architectural history requires enrollment in ARHS 113 and one other introductory course, ARHS 279 and ARTS 102, and two of the following: ARHS 220, 221, 223, 233, or 234.

Kenyon in Rome

Art History faculty members frequently direct an off-campus study program in which students, over the course of one semester, live and study in Rome. The program, Kenyon in Rome, is open to all qualified juniors of all majors. A member of the Kenyon faculty serves as director and teaches an intermediate-level course and an advanced seminar. The program has been designed specifically with Kenyon students in mind, and it maintains the rigorous scholarly standards required by the College.

For more information about the Kenyon in Rome program, please visit our Web site at www.kenyon.edu/x33995.xml or contact the Art History Department at 740-427-5342.

Cross-Listed Courses

The following course is cross-listed in the art history offerings and can satisfy the fine arts requirement:
AMST 109 American Art and Culture, 1900-1945

Art History Courses

ARHS 110 Survey of Art, Part I

Credit: 0.5

This course surveys Western art and architecture from the Paleolithic to the end of the Middle Ages. Training in visual analysis is emphasized, as are the historical context, religious beliefs, and social conditions in which the artwork was produced. This is primarily a lecture class, though discussion is encouraged. Requirements include slide examinations and a short paper. The text for this class is Janson's History of Art (Seventh ed.). No prerequisite.

ARHS 111 Survey of Art, Part II

Credit: 0.5

This course will survey art and architecture from the Renaissance to the present. Framing the study of art history within a social context, this course will provide students with the tools for understanding style and interpreting meaning in individual works of art. Requirements include quizzes, exams, and short papers. The text for this class is Janson's History of Art (Seventh ed.). No prerequisite.

ARHS 113 Survey of Architecture

Credit: 0.5

This introductory lecture course introduces the student to the study of the practical and theoretical principles governing architecture. Classical, Gothic, and modern styles are considered. Students study the text Architecture from Prehistory to Post-Modernism, by Trachtenberg and Hyman. Three one-hour examinations and one final examination are assigned. No prerequisites.

ARHS 114 Introduction to Asian Art

Credit: 0.5

This course explores the highlights of Asian art, focusing on India, China, and Japan. The class will also briefly cover Central Asia, Bengal,

Nepal, Tibet, Thailand, Cambodia, Java, and Korea. Buddhism, Hinduism, Confucianism, Taoism, and other Asian beliefs will be explained in the context of how they affect Asian art. Types of artwork examined will include painting, sculpture, decorative arts, and some architecture and gardens. The text for the class is Sherman E. Lee's A History of Far Eastern Art (fifth edition); other texts will be used to supplement it. Class requirements include four one-hour slide examinations. No prerequisite.

Instructor: Blick

ARHS 216 Writing about Art

Credit: 0.5

This course is designed to give students of art history an opportunity to expand their knowledge of the many ways of writing about art. Assignments will include description and analysis of individual works of art, art criticism, and catalogue entries, as well as more complex research. In order to provide examples of different types of writing about art, students will be assigned a wide variety of readings. This course is designed particularly for students in art history, but others interested in writing and art may find it useful as well. Prerequisite: ARHS 110 or 111 or equivalent. Enrollment limited to students with sophomore or junior standing; others students admitted with permission of the instructor.

ARHS 220 Greek Art

Credit: 0.5

This course will emphasize the particular subject matter of Greek art: the gods, and heroes (and their mythology), as well as humans (portraits, religion, history, and genre). The social context will also be considered with respect to individual subjects and monuments. The format is lecture and discussion. Prerequisite: ARHS 110 or ARHS 111 or equivalent.

ARHS 221 Roman Art

Credit: 0.5

This course is intended as an intermediate-level history of Roman art. Artistic media including architecture will be considered as expressions of values and institutions of the Roman world. Prerequisite: ARHS 110 or 111 or equivalent.

Instructor: Dwyer

ARHS 222 Northern Renaissance Art

Credit: 0.5

Italy was not the only region of Europe to undergo a transformation in artistic production during the Renaissance. This intermediate-level course will examine Netherlandish, French, and German art of the fifteenth and early sixteenth centuries, including artists such as the Limbourg Brothers, Jan Van Eyck, and Albrecht Dürer. Special emphasis will be placed on the relationship between artistic development and cultural conditions. Class members will discuss issues regarding medieval and Renaissance styles, the development of oil painting, the revolutionary expansion of the graphic arts, and the impact of the Reformation on the visual arts. Prerequisite: ARHS 110, 111, or equivalent.

Instructor: Van Ausdall

ARHS 223 Early Renaissance Art in Italy

Credit: 0.5

This course will investigate the beginnings of Italian Renaissance art from the profound changes of the late thirteenth century through the flowering of the arts in the fifteenth century. Artists and architects such as Giotto, Donatello, Alberti, and Botticelli will be viewed in the context of contemporary cultural and theoretical issues. Prerequisite: ARHS 110 or ARHS 111 or equivalent.

Instructor: Van Ausdall

ARHS 224 High Renaissance Art

Credit: 0.5

This intermediate-level course will focus on the art and architecture of the High Renaissance in Italy. The works of artists and architects such as Leonardo da Vinci, Bramante, Titian, Michelangelo, and Raphael will be explored in depth. In addition, the canonical High Renaissance will be compared to the growing "Mannerist" trend in the sixteenth century. Issues such as patronage, politics, gender, and artistic theory will be examined to shed light on the varied artistic production of this period. Prerequisite: ARHS 110, 111, or equivalent.

Instructor: Van Ausdall

ARHS 225 Baroque Art in Italy

Credit: 0.5

This course will survey the art of the seventeenth century in Italy, particularly in Rome, focusing on major artists including Caravaggio, Bernini, and Poussin. The formal characteristics and historical context of Baroque art will be explored, as well as the controversial relationship among art criticism, theory, and production. Prerequisite: ARHS 111.

Instructor: Van Ausdall

ARHS 226 Modern Art I: Rococo-Impressionism

Credit: 0.5

This course will focus on European art and architecture of the eighteenth and nineteenth centuries. Within a chronological structure, we shall commence our study in the late Baroque with focused attention to artistic production under the French monarchy. We shall then trace the political, social, and aesthetic dimensions of modern expression through a study of the Romantic, Realist, and Impressionist movements. Among the broad themes we shall consider are the visual politics of revolution, gender and visual culture, and the nineteenth-century colonialist vision. Prerequisite: ARHS 110 or 111 or equivalent.

Instructor: Dabakis

ARHS 227D American Art to 1865

Credit: 0.5

This course presents an overview of painting, sculpture, and architecture from colonial times to 1865. It frames the development of American art and architecture within a broad socio-historical context and addresses many of the issues pertinent to American studies. The following questions, among others, will be addressed in the course: Does American culture have a single, identifiable character? How have Americans reconciled their uneasy relationship with European culture? How have American political values, such as freedom, liberty, and democracy, informed the cultural expression of the eighteenth and nineteenth centuries? Prerequisite: ARHS 111 or AMST 108 or equivalent. This course is the same as AMST 227D, in the American Studies Program.

Instructor: Dabakis

ARHS 228 History of Photography

Credit: 0.5

This course will survey the technical, aesthetic, and social history of nineteenth- and twentieth-century photography. Major periods, events, and movements covered will include: the invention of photography; the daguerreotype and card portrait; picture tourism and the

Grand Tour; the Civil War; Western landscape photography; Pictorialism; science, the new urban vision, and photography; photography and Modernism; photography during the Progressive Era and the New Deal; photojournalism; and strategies in contemporary practice. Periodically, we will focus on the changing status of photography as a medium of social exchange and information—in publication, advertising, and media. We will discuss, for example, the editorial use of images during major media events. The class format will consist of slide lectures, although discussion and participation will be encouraged. Examples of historic images representing various processes and practices will be presented to the class on occasion. Prerequisite: ARHS 110 or 111 or equivalent.

Instructor: Younger

ARHS 230 Modern Art II: Symbolism and Surrealism

Credit: 0.5

This course will focus on the evolution of modernism as an artistic practice and the emergence of the avant-garde as a social and political formation in Europe between 1880 and 1945. Among the themes to be considered are the relationship between art and technology, the cultural implications of "primitivism", and the significance of abstract and nonrepresentational art to modern expression. Prerequisite: ARHS 110 or 111 or equivalent.

Instructor: Dabakis

ARHS 231 Modern Art III: Art Since 1945

Credit: 0.5

Beginning with abstract expressionism, we will critically address the development of high modernism in New York after World War II, analyze its near hegemonic position in cultural expression in the 1950s, and trace the resistance to this artistic ideology with the emergence of pop art. In our study of contemporary art since 1960, we will approach significant aspects of postmodernism, particularly as they intersect with matters of visual representation. Throughout this course, we will grapple with the modernist/postmodernist roots of contemporary artistic production and its critical reception and patronage. Prerequisite: ARHS 110 or ARHS 111 or equivalent.

Instructor: Dabakis

ARHS 232 Early Medieval Art

Credit: 0.5

This course concerns the arts of medieval Europe from the fourth through the fourteenth century. The class will learn about the major forms of architecture, sculpture, painting, and the decorative arts of the Middle Ages. Style and iconography will be considered within the cultural context of large societal movements, including monastic reform, pilgrimage, and chivalry. The class format will consist of lecture, discussion, debate, and presentations. Prerequisite: ARHS110 or equivalent.

Instructor: Blick

ARHS 233 Early Christian and Byzantine Art

Credit: 0.5

This course will cover the various forms of painting, sculpture, and architecture encountered in the periods from the time of Constantine the Great in the early fourth century to the fall of Constantinople in 1453. This timespan saw the transformation of classical values in the figurative arts at the end of pagan antiquity into the spiritualized forms so typical of both medieval and Byzantine art. It also saw the development of a Christian place of worship that split along western and eastern lines, reflecting the ecclesiastical split, to form the western basilical and eastern centralized religious spaces. The course will focus on tracing these transformations and on examining the role of early Christian and Byzantine arts in the formation of western art in the Middle Ages. Prerequisite: ARHS 110 or 111 or equivalent.

ARHS 234 Romanesque and Gothic Art

Credit: 0.5

This intermediate-level course will explore the arts of medieval Europe from the tenth through the fourteenth centuries. The class will learn about the rich traditions of architecture, sculpture, painting, and the decorative arts from the Romanesque and Gothic period. Style and iconography will be considered within the cultural context of large societal movements, including monastic reform, pilgrimage, and chivalry. This class format will consist of lecture, discussion, debate, and class presentations. Prerequisite: ARHS 110 or equivalent.

Instructor: Blick

ARHS 235 Art of China

Credit: 0.5

This intermediate-level course will examine the extraordinary arts of China from the Paleolithic period (4000 BCE) through the twentieth century. The class will learn about the rich traditions of jade, bronzes, lacquer, ceramics, textiles, painting, calligraphy, sculpture, and architecture within their cultural context. Various forms of Buddhism, Confucianism, daoism, legalism, and other beliefs will be explained in conjunction with how they affect Chinese art. This is primarily a lecture class, but discussion is encouraged. Prerequisite: ARHS 114 or equivalent.

Instructor: Blick

ARHS 237 Late Gothic Art in Europe

Credit: 0.5

This intermediate-level course will explore the arts of medieval northern Europe from the mid-thirteenth through the early sixteenth century. The class will learn about the rich traditions of architecture, sculpture, painting, and the decorative arts from the Late Gothic period. Style and iconography will be considered within the cultural context of large societal movements, including literacy, pilgrimage, and chivalry. The class format will consist of lecture, discussion, debate, and class presentations. The secondary focus will be on information literacy and how to develop and write a high-level research paper. Offered every other year.

ARHS 238 Modern Chinese Art

Credit: 0.5

At the same time that China has faced its largest challenge in history in terms of sovereignty, dignity, and culture, its art has been influenced by the importation of Western styles and aesthetics. The two artistic traditions clashed, coexisted, and were integrated. To understand the artistic impact of the West and China's reaction to it, we will, in this intermediate-level course, investigate the journey from its beginning, the Opium Wars, to the present, an era of urbanization in a global context. Prerequisite: ARHS 111 or ARHS 114 or permission of the instructor. Offered every other year.

ARHS 239 Contemporary Chinese Art

Credit: 0.5

The year 1949 is the watershed in twentieth-century Chinese art, due to the foundation of People's Republic of China. Art experienced dramatic change in the period of the 1950s to the present. In this intermediate-level course, we will investigate the journey from

ideology-oriented art to the art of the Cultural Revolution, from the post-Mao period,and the avant-garde movement to art in an era of urbanization in a global context. Prerequisite: ARHS 111 or ARHS 114 or permission of the instructor.

Instructor: Zhou

ARHS 242 Eternal Glories: Monuments, Museums, and Churches of Rome

Credit: 0.5

This course is required of all students in the Kenyon in Rome program, and provides an overview of the history, culture, and art of Rome from antiquity to the 18th century, with some forays into modern Rome as well. Classroom instruction, conducted at the Palazzo Bennicelli in Rome, will complement visits to different sites in the city of Rome and its environs, Florence, Naples, and Pompeii. Guest lectures by scholars in Rome will focus on specific issues in Ancient, Medieval, Renaissance, Baroque, and Modern art and architecture in Rome. Visits to the museums, churches, and galleries of Rome will be woven throughout the class. The formation of great art collections, like that of the Borghese Gallery, the Vatican Museums, and the Capitoline collections will be examined. Students will be expected to write about art from all historical epochs. Prerequisite: permission of instructor.

ARHS 279 Architectural Design from Egypt to the Middle Ages

Credit: 0.5

This course will treat specific monuments in the history of architecture from the point of view of design. Such topics as harmony, symmetry, proportion, and orientation to a particular cosmos will be considered in monuments. Special emphasis will be given to the pyramids of Egypt, Greek temples, Roman architecture, and the Gothic cathedral. Reports will elaborate upon methods used and problems encountered in deducing an architect's design from the present state of a given monument. Prerequisite: ARHS 113 or equivalent.

Instructor: Dwyer

ARHS 350 Seminar in the History of Collecting

Credit: 0.5

The history of collecting and collections has long been an important area of art history and other disciplines in the sciences and humanities. This seminar will explore the historical creation and growth of public and private art collections and their relation to natural-history collections, halls of fame, and other shrines of collective memory. Particular attention will be given to the growth of collections in relation to an organic theory of collecting, namely, that collection progresses through four distinct but interactive phases: (1) discovery, (2) conservation, (3) illustration, and 4) dispersal. Prerequisite: .50 unit in ARHS or equivalent.

Instructor: Dwyer

ARHS 371 Museum Studies

Credit: 0.5

This seminar serves as an introduction to the field of museum studies. Consisting primarily of readings, discussions, assigned papers, and special projects, the course will historicize the role of the museum, theorize about the nature of the audience, and study the representation and display of different cultures. As curators-in-training at the Olin Art Gallery, students will learn the skills and strategies involved in museum display and educational programming. Prerequisite: .50 unit ARHS or equivalent.

Instructor: Staff

ARHS 373 Topics in Ancient Art

Credit: 0.5

This advanced seminar will explore topics and issues of the study of ancient art and archaeology. Topics covered may range from classical archaeology, to the archaeology of Pompeii and Herculaneum, to the art and archaeology of ancient Athens. Assignments will include seminar reports, class discussion, and a research paper. Prerequisite: .5 unit of art history (ARHS 110, 220, or 221) or classics, or equivalent.

Instructor: Dwyer

ARHS 374 Topics in Medieval Art

Credit: 0.5

This advanced seminar will explore topics and issues of the study of medieval art and architecture. Topics covered may range from sacred and secular art in the late Middle Ages to pilgrimage art and to the art in late medieval and Tudor England. Assignments will include seminar reports, class discussion, and a research paper. Prerequisite: .5 unit of art history (ARHS 110, 220, 221, or 234) or equivalent.

Instructor: Blick

ARHS 375 Topics in Renaissance and Baroque Art

Credit: 0.5

Often described as dynamic, theatrical, and even eccentric, the painting and sculpture of seventeenth-century Italy was varied and innovation. Two towering figures in Rome come immediately to mind: Michelangelo Merisi da Caravaggio and Gianlorenzo Bernini. Both developed styles that engaged the senses in very different ways, and both were able to successfully use their art in the service of both secular and religious art. Although his career was relatively brief, and he was maligned by some, Caravaggio's approach to painting influenced artists in and out of Rome, and continued to do so for several centuries. Bernini, the ultimate insider artist, had a long career, dominating sculpture in the seventeenth century as Michelangelo had dominated the sixteenth. This advanced seminar will consider Caravaggio, Bernini, and their contemporaries in Rome as practitioners of art that responded to varied cultural, religious, and intellectual forces.Taught only in Rome. Prerequisite: permission of instructor.

Instructor: Van Ausdall

ARHS 377 Topics in Modern Art

Credit: 0.5

This seminar will probe specific problems in modern European and contemporary art. Focusing upon a theme, artist, or movement, the course will provide a forum for the in-depth study of the methods of art historical research. Discussion of weekly readings, classroom presentations, and research papers will be required. Topics taught under this course number in the past: Twentieth Century Women in the Visual Arts; Modern Sculpture Seminar; Modernism/Postmodernism; Women and Modernism; All the World's a Fair: The World's Columbian Exposition of 1893. Prerequisite: ARHS 111 or equivalent.

Instructor: Dabakis

ARHS 378D Topics in American Art

Credit: 0.5

This advanced seminar will explore topics and issues of the study of American art and architecture. Topics covered may range from the women of Rome to African-American women artists to memory and commemorations: cross-cultural perspectives. Assignments will include seminar reports, class discussion, and a research paper. Prerequisite: .5 unit of Art History (ARHS 111, 227, 231) or American studies

(AMST 108, 109) or equivalent. This course is the same as AMST 378D, in the American Studies Program.

ARHS 380 Rome and Its Culture: Rome in the American Imagination

Credit: 0.5

Rome served as a vibrant intellectual and cultural center during the nineteenth century. American artists and writers gravitated to the city in search of inspiration, camaraderie, and adventure. As an interdisciplinary enterprise, this course seeks to understand Rome as a mythic encounter with a "romantic arcadia" and as a practical and cosmopolitan home to an international coterie of artists and writers. The writings of Margaret Fuller, Nathaniel Hawthorne, Mark Twain, and Henry James will serve as the focus of our literary study. The significance of Rome to visual artists?both male and female?will also be a central component of our study. OPEN ONLY TO STUDENTS IN THE KENYON IN ROME AT THE PANTHEON INSTITUTE PROGRAM.

Instructor: Dabakis

ARHS 397 Junior Honors Project

Credit: 0.5

Prerequisite: permission of art history faculty.

ARHS 398 Junior Honors Project

Credit: 0.5

Prerequisite: permission of art history faculty.

ARHS 480 Senior Seminar

Credit: 0.5

Required of all senior majors and recommended for all minors, this course will serve as a capstone to their study of art history. Students will study the foundations of the discipline, explore the variety of methodological approaches employed by art historians, and assess current theoretical issues that have dramatically redefined the field.

ARHS 493 Individual Study

Credit: 0.5

The following guidelines apply to individual study in art history: 1.Students must seek the permission of the instructor before enrolling. Individual study is undertaken at the discretion of the instructor. All individual study proposals must be approved by the department. 2.Normally, students may enroll in an individual study only if they have taken all the courses offered by the department in that particular area of the curriculum. Exceptions to this rule are at the discretion of the instructor with the support of the department. 3.Individual study is considered an advanced course, and, as such, the work produced should be the equivalent of a seminar or high-level intermediate class. A grade point average of 3.0 minimum in art history courses is required. Exceptions to this rule are at the discretion of the instructor with the consent of the department. 4.The professor and the student should establish and agree on the extent and nature of the work required for the individual study. This may take several forms: several short papers, one long paper, one in-depth project (small exhibition or assisting in doing research for an exhibition), a large (and lengthy) generalized outline and annotated bibliography, public presentations, etc. Individual studies may be taken for either .5 or .25 credits. This decision must be made in conjunction with the professor. 5.The student and the professor should meet on a regular basis. The frequency is to be determined by the professor in consultation with the student.

ARHS 497 Senior Honors

Credit: 0.5

Prerequisite: permission of art history faculty.

ARHS 498 Senior Honors

Credit: 0.5

Prerequisite: permission of art history faculty.

Some recently offered special topics include:
Curatorial Studies: "Seeing/Knowing"
Masters of Architecture

Studio Art Courses

ARTS 101 Color/Design

Credit: 0.5

Students in this course will be introduced to the use of color and two-dimensional design. The perceptual and psychological qualities of color will be explored through color exercises and mixed-media projects. Conceptual and formal growth will be stressed. Media used may include pigmented paper, paint, and found objects. No prerequisites.

ARTS 102 Drawing I

Credit: 0.5

This course introduces the medium of drawing as an essential means of visual communication. A variety of methods and materials are used for both in-class studies as well as for larger and more comprehensive projects. Challenging and complex drawings will be produced with a sharp focus on both formal and conceptual issues. Technical aspects of drawing will be balanced with imaginative and experimental approaches throughout the semester. Presentations and class discussions will supplement assignments to aid in expansion of the understanding of project goals. No prerequisites. This course will be offered each semester.

Instructor: Baldwin, Snouffer

ARTS 103 Sculpture I

Credit: 0.5

This course presents an introduction to three-dimensional art through exploration of its basic elements (line, plane, mass, and color) and its basic ordering principles (unity, balance, rhythm, and dominance). Individual projects will be of two types: one-day projects allowing quick, spontaneous explorations; and longer, more elaborate projects allowing careful execution of individual ideas. This course assumes little or no previous sculptural experience. However, for those who wish to move on to more elaborate materials and techniques, instruction and encouragement will be given. The course format will include slide lectures, group critiques, and individual instruction. Material purchases are the responsibility of each student. No prerequisites. This course will be offered each semester.

Instructor: Gunderson

ARTS 104 Book Arts

Credit: 0.5

This course is an introduction to the artistic practice of book arts, also called artists' books. Through a progression of exercises, demonstrations and projects, the conceptual thinking and artistic skills that go into the planning and making of artists' books are explored. Projects may incorporate various procedures of Eastern and Western book forms, adhesive and non-adhesive bindings and experimental book

forms. Students will explore the intersection of text and image, and the effect of technological innovations, such as digital publishing, on the the codex book form. Readings, presentations and discussions on the development of the book art genre will place book arts within the context of contemporary cultural expressions such as socio-political commentary, poetic association, explorations of the nature of language and carriers of the narrative tradition.

Instructor: Sheffield

ARTS 106 Photography I

Credit: 0.5

This course is an introduction to the fundamental technical and aesthetic issues of black-and-white photography, with emphasis on using the medium for personal expression. Students will work through a series of problems designed to increase understanding of basic camera operation, black-and-white darkroom techniques, and art-making strategies. Regular critiques are scheduled to increase understanding of communicating with an audience and sharpen the ability to analyze and discuss works of art. No prior photographic experience is needed, but a personal manual film camera is required. No prerequisites. This course will be offered each semester.

Instructor: Hackbardt, Spaid

ARTS 107 Digital Imaging I

Credit: 0.5

This introductory course will enable students to explore digital media while engaging in aesthetic and conceptual practices in contemporary art. They will come to understand the fundamentals of composition and to develop technical skills with a variety of camera and computer tools, including still-image and video editing programs. Personal studio projects will cover a variety of subjects, such as the relationship of the arts to popular culture and the liberal arts, the historic role of technology in the arts, and the role of gender, class, and race in the creation and interpretation of artwork. Through theory and practice, students will enhance their art-criticism skills, allowing for creative group interactions and the defining of personal aesthetic vision. Presentations and demonstrations by the professor will be supplemented by student research and response to contemporary artists and issues. This course requires at least twelve hours of work per week outside of class. No prerequisites. This course will be offered each semester.

Instructor: Esslinger

ARTS 210 Human Figure in Sculpture

Credit: 0.5

This course will teach students how to depict the human form using a variety of sculptural materials and techniques. The course will allow students to explore the figure representatively, with clay modeling and body casting, and abstractly, with wood construction and welding. The first portion of the course will be devoted to learning to manipulate the materials while working on many small-scale projects. The second portion of the course will allow students to choose a process or combination of processes that allow them to develop personally meaningful themes using the human form as subject matter. Project materials are the responsibility of each student. Slide lectures, group critiques, and individual instruction will be used. Prerequisite: ARTS 103 (preferred) or ARTS 102, 106, or 107. This course will be offered every other year.

Instructor: Gunderson

ARTS 211 Art with a Function

Credit: 0.5

Throughout the history of art, creative people have been making functional objects that they believe are necessary to improve life—their own lives or those of individuals who purchase the objects from the maker. These functional objects have been as simple as a decorative hinge for a kitchen cupboard or as complex as a subway station. While making a subway station is not in the course plan, making chairs, lamps, tables, and other functional objects that reflect the maker's individuality is what the course is about. As this is a sculpture course, projects are limited only by the capabilities of the sculpture shop. Therefore, working with woods and metals will be emphasized. Project materials are the responsibility of each student. The course will make use of slide lectures, group critiques, and individual instruction. Prerequisite: ARTS 103 (preferred) or ARTS 102, 106, or 107. This course will be offered every other year.

Instructor: Gunderson

ARTS 212 Art with Four Legs

Credit: 0.5

The animal world has long supplied artists with source material. This course explores that tradition and teaches students how to create personally meaningful animal forms using a variety of sculptural materials and techniques. Students will explore the topic realistically and abstractly, using life-size scale and exaggeration (larger or smaller). Actual subject matter may vary from capturing the family pet to spiritual alter egos. Projects will use clay, plaster, wood, or metal construction. Project materials are the responsibility of each student. Slide lectures, group critiques, and individual instruction will be used. Prerequisite: ARTS 103 (preferred) or ARTS 102, 106 or 107. This course will be offered every other year.

Instructor: Gunderson

ARTS 214 Faces, Places, Trees, and Apples: Sculptural Topics

Credit: 0.5

Have you noticed that certain subject matters in the art world are more extensively explored in two dimensions than they are in three dimensions? When was the last time you saw a sculptural landscape? Or a sculptural still life? This course will explore those topics as well as other themes which are less frequently explored—the sculptural portrait and site-specific sculpture. While exploring these themes of art-making in general, students will further their understanding and development in handling the tools, techniques, and materials of the third dimension. Projects will use wood, metal, clay, or plaster. Project materials are the responsibility of each student. The course will make use of slide lectures, group critiques, and individual instruction. Prerequisite: ARTS 103 (preferred) or ARTS 102, 106, or 107. This course will be offered every other year.

Instructor: Gunderson

ARTS 226 Photography of Invention

Credit: 0.5

The focus of this intermediate-level course is on using the medium of photography in ways that promote creativity, innovation, experimentation, and continuing growth in both technical and aesthetic accomplishment. Students will be introduced to non-silver photography and to experimental methods such as digital negatives, photographic exercises in color and montage, and the use of text. Students will be encouraged to pursue their own personal interests and directions that surface through their assignments. Prerequisite: ARTS 106 or permission of instructor.

Instructor: Hackbardt, Spaid

ARTS 228 Photography II

Credit: 0.5

This class will extend the student's experience beyond the fundamentals of black-and-white photography, with projects in large-format photography and artificial lighting. Readings, lectures, and critiques will help to expose students to significant issues in the history and current practice of photography. Prerequisite: ARTS 106.

Instructor: Hackbardt, Spaid

ARTS 229 Documentary Photography

Credit: 0.5

This course engages students in the art of documentary photography, a genre traditionally associated with the social landscape, picturing a wide range of subjects from conflict and crisis to meaningful stories of everyday experience. Photographs that document have been understood to offer evidence pertinent to issues and ideas, therefore educating viewers, heightening awareness and inspiring response. Students will develop their projects with attention to research, discovery, editing, technical artistry and personal vision. Prerequisite: ARTS 106.

Instructor: Hackbardt, Spaid

ARTS 230 Figure Drawing

Credit: 0.5

This course engages students in a rigorous and thorough exploration of two-dimensional representation of the human figure in drawing. Aesthetic and anatomical study of the human figure is the primary exercise throughout the semester. Assignments include the investigation of the use of figures in formal compositions, narrative constructs, and psychologically complex environments, culminating in a larger-than-life-size, full-figure self-portrait project at the end of the semester. Students utilize a variety of drawing methods and materials, including graphite, charcoal, ink, spray-paint, and collage. Each student will give a presentation on several artists during the semester. Prerequisite: ARTS 102.

Instructor: Baldwin

ARTS 245 Printmaking

Credit: 0.5

This class provides an overview of some of the most direct and fundamental forms of mechanical reproduction. A balance between technical mastery and imaginative visual exploration is the goal throughout this intermediate-level course. The processes employed during the semester combine aspects of drawing, painting, photographic reproduction, and a sculptural physicality, giving students an opportunity to explore and experiment with various combinations of visual processes. They will be challenged to synthesize and internalize diverse aesthetic approaches, while working to formulate a personal vision. Presentations on modern and contemporary artists are given by all students. Techniques include monotype, woodcut, linoleum print, dry point, intaglio, and photo etching. Prerequisite: ARTS 102, 103, 106, or 107.

Instructor: Baldwin

ARTS 250 Fundamentals of Painting

Credit: 0.5

This course is an introduction to the fundamental principles of painting. The course will begin with an investigation into painting materials and how they influence ideas. Students will explore the color, composition, and surface development using oil paint on board, panel, and canvas. The focus of this class will be to introduce the student to a wide range of basic approaches to painting. We will utilize traditional and nontraditional methods to address the genres of still life, landscape, and portraiture. The course will stress visual literacy and conceptual growth. Teacher presentations, group critiques, student reports, and readings along with individual instruction will help the student to develop ideas. Prerequisite: ARTS 102, 106, or 245.

Instructor: Snouffer

ARTS 320 Color Photography

Credit: 0.5

This course is intended to develop an understanding of color photography as a medium for contemporary art, and as a ubiquitous messaging system doubly bound to veracity and deception. Students will take their own traditional or digital photographs and then utilize various digital photography techniques, including image scanning and color digital printing. Color theory, correct exposure of color slide and negative films, color balance management, use of color as an element in photographic design, and the psychology of color will be covered. Prerequisite: ARTS 106, 107 or permission of the instructor.

Instructor: Hackbardt

ARTS 321 Digital Photography

Credit: 0.5

Students acquire fundamental digital photography skills, including image editing, creative camera-work, and color digital printing. The course emphasizes the connection between film and digital formats, while interrogating the shifting signs and significance of photographic meaning and digitization. Prerequisite: ARTS 106, 107, or permission of instructor.

Instructor: Hackbardt

ARTS 351 Contemporary Painting Practices

Credit: 0.5

This class is an intensive studio course that explores painting as a means of investigating and developing personally meaningful imagery. As an introduction, we will examine the parallel ideas of art for art's sake and art for the people, as well as the evolution of American painting from the early twentieth century to the present. Throughout the semester, we will continue to study the work of contemporary painters. Teacher-generated assignments will include processes such as abstraction, mixed-media, appropriation, synesthesia and various non- traditional, postmodern approaches. During the first half of the semester, students will work with acrylic mediums, refining techniques of surface development and support construction. During the second half of the semester, the student may choose to work in another medium such as oil-based paints. They may also begin to work on self-generated projects, while receiving feedback from the instructor and class members. Group and one-on-one critiques will help develop critical thinking and the ability to articulate ideas about art. Prerequisite: ARTS 102, 106, 245, or 250 (preferred).

Instructor: Snouffer

ARTS 360 Installation Art

Credit: 0.5

This course allows students to explore art that is based on a merger of space and time and on a relationship between the artist and the visitor. Perhaps the most inclusive and pervasive art form in the last forty years, installation art has roots in cinema, performance art, set design, architecture, graphic design, land art, public art, curating, art criticism and history in addition to the more traditional visual

arts. In this class, students will create environments that immerse the viewer in a sensory/intellectual/emotional experience by using their interests and abilities in a variety of subjects and media. The material and methods range from everyday objects to highly personalized forms, from sampled sounds to surveillance video, from large wall drawings to interactive switches for the participant to manipulate. The class will consist of demonstrations of art skills particularly useful in installation (sculptural, video, audio, graphic presentation, etc.), presentations by the professor, research, reports and journal entries by students, weekly critiques, and cumulative projects. Varied experience in any of the fine arts is helpful. Prerequisite: one beginning arts class (ARTS 102, 103, 106, or 107) or permission of the instructor.

Instructor: Esslinger

ARTS 361 Alternative Narratives: The Role of Storytelling in Video Art

Credit: 0.5

This course will enable the student to create narratives that challenge traditional forms by interfacing video art with ideas from other art forms and by exploring the short history of video art. What do narrative methods in music, dance, film, literature, painting, and so on have to offer the video artist? The class will investigate a variety of structures such as: diaristic, nonsequential, pseudo-documentary, collaborative, multiple channel, and associative narratives. Readings will supplement studio projects. Varied experience in any of the fine arts is helpful. Prerequisite: ARTS 107 and permission of instructor. This course will be offered every other year.

Instructor: Esslinger

ARTS 362 Poetics of the Moving Image

Credit: 0.5

In this course, students will be encouraged to experiment playfully with creation, capture, and editing of various visual and sonic sources and to collaborate to produce work that has an emphasis on an open lyrical style of artistic production. Methods will be chosen from demonstrated examples in montage, stop-motion/animation, appropriation/quotes from cultural sources, and other techniques. There will be demonstrations of a wide range of equipment and software, from low-tech to high-tech. Broad-based readings and research on historical/cultural forms, early experimental film, and contemporary video art will offer a context for our work. Student presentations of research will be expected. Frequent critiques will offer important feedback. Experience from other disciplines is helpful. Prerequisite: ARTS 107 and permission of instructor. This course will be offered every other year.

Instructor: Esslinger

ARTS 480 Advanced Studio

Credit: 0.5

This course is required for art majors and is designed to enable students to develop their personal artistic vision based on the foundation of intermediate studio courses. Students will be expected to produce a self-generated body of creative work based on a concentrated investigation of materials, methods, and ideas. Critiques, discussions, presentations, and field trips will provide context and feedback for this process. There will be a focus on developing the elements necessary for professional exhibition of a cohesive body of work, including: developing ideas, writing an artist's statement and resume, and perfecting presentation skills. Majors are expected to take this class and the sequel, Arts 481, with two different faculty members. Prerequisite: senior art major or permission of instructor.

ARTS 481 Advanced Studio

Credit: 0.5

This course is required for art majors and is designed to enable students to further develop their personal artistic vision based on the foundation of intermediate studio courses and the first-semester Advanced Studio course. Well into their senior projects at the start of the semester, students will continue to refine their concepts and skills into a cohesive body of work for exhibition at the end of the semester. Critiques, discussions, and presentations will continue to amplify the studio experience. Professional presentation, writing artistic statements, and visual documentation skills will be part of the course. As part of the Senior Exercise, the culminating erxhibition will consist of work made during the course. Prerequisite: senior art major or permission of instructor.

ARTS 493 Individual Study

Credit: 0.25-0.5

The studio art faculty do not recommend individual studies because we feel it is important for students to work in the context of other artists. We know, however, that occasionally an individual study might be appropriate. Individual studies must be approved by the department according to the following guidelines: Individual study should be undertaken only when a student has exhausted all the options for that medium in the regular curriculum. The subject for an individual study must be in a discipline in which the faculty member has expertise. An individual study does not count toward the requirements of the major; it is considered an extra course. When possible, the student should connect with a class doing a similar medium in the faculty member's field for feedback from other students (critiques). The student is responsible for writing up a contract and maintaining a schedule. Prerequisite: appropriate introductory and intermediate level courses.

Some recently offered special topics include:
Contemporary Art for Artists: Theory and Practice
Experimental Video Art: Stop-Motion Animation
Contemporary Art Ideas and Studio Practice in Rome
Painterly Prints

Asian Studies

Interdisciplinary

Asian Studies at Kenyon is an interdisciplinary program that offers both a concentration and a joint major. In the major, students combine their study of Asia with major requirements in one of several departments-Art (specifically, art history), History, Modern Languages and Literatures (specifically, Chinese), or Religious Studies. In addition, students will find courses in Asian studies in anthropology, music, philosophy, political science, 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, South and Southeast Asia, and Western/Central Asia, including the Islamic world.

The Asian Studies curriculum encourages 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 to understand 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 curriculum 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.

Beginning Asian Studies

Students hoping to spend all or part of their junior year in China or Japan should begin to study the appropriate language in their first two years at Kenyon. New students interested in Asia who have not yet declared a major or a concentration may enroll in any 100- or 200-level course offered by an Asian studies faculty member, or should consider taking ASIA 201 (The Silk Road), which provides an introduction to the entire region.

Requirements for the Joint Major

The Asian studies major is a joint major with one of the following departments: Art (art history), History, Modern Languages and Literatures (Chinese), or Religious Studies. It provides a structured yet flexible curriculum to enable students to focus their work on Asia while acquiring a solid methodological grounding in an academic discipline. Students must fulfill all the requirements of the departmental major, in addition to the specific requirements of the Asian Studies Program as described below. The Senior Exercise will follow the requirements of the joint department and will focus on the Asian region in which the Asian studies language and study-abroad requirements were fulfilled. Double-counting of courses for the departmental major and for the Asian Studies Program is permitted.

1. Language study (1 - 2.5 units)

For Asian languages taught at Kenyon-at present Chinese, Japanese, and Arabic-two years of language study are required. Students electing a joint major with Modern Languages and Literatures (Chinese) will take more than two years of language. One semester of intensive language study in a country where the language is spoken will be considered equivalent to a full year at Kenyon. If a second year of Arabic is not available at Kenyon, one year at Kenyon plus an approved summer or semester abroad will satisfy the requirement.

For Asian languages not taught at Kenyon, one year of intensive study abroad (or an approved intensive summer program combined with a semester abroad) will fulfill the requirement. In the case of transfer students, credit will be accepted for a year of Asian language study with a grade of C+ or better pursued at another institution.

If the program committee determines that a student possesses native proficiency in an Asian language, both oral and written, it will waive this requirement, but only if the Senior Exercise focuses on populations that speak that language.

2. Study abroad

At least one semester or one summer (minimum six weeks) in an approved study-abroad program is required. The program must be in a country where the student's Asian language is spoken. A full year of study abroad is highly recommended.

3. Foundation courses (1 unit)

At least two courses from the following list, in two different areas and two different departments or programs. Areas are defined as East Asia (China, Japan, Korea), South/Southeast Asia (India, Vietnam, Indonesia), and Western/Central Asia (including the Islamic world). Equivalent courses taken abroad can count as foundation courses.

East Asia:

- ASIA 201: The Silk Road
- ARHS 114: Asian Art
- HIST 160: Modern East Asia
- HIST 161: East Asia to 1800
- INST 131: China in Transition
- PHIL 212: Early Chinese Philosophy
- RLST 260: Buddhist Thought and Practice
- RLST 270: Chinese Religions
- RLST 275: Japanese Religions

South/Southeast:

- ARHS 114: Asian Art
- HIST 156: History of India
- HIST 166: History of the Islamicate World (covers South Asia every other year)
- HIST 260: Medieval Islamic Empires

- RLST 250: South Asian Religions
- RLST 260: Buddhist Thought and Practice

Western/Central Asia:
- ASIA 201: The Silk Road
- HIST 166: History of the Islamicate World
- HIST 171: Modern Islamic World
- HIST 260: Medieval Islamic Empires
- HIST 261: The Mongol Empire
- RLST 240: Classical Islam

4. Area courses (1.5 unit)
Students must complete three additional courses in one area. One additional foundation course in the area of the student's focus can count as an area course (i.e. the other two must be from the list below). Courses not specifically focused on Asia will not be counted toward the joint major. Language courses beyond the intermediate level that focus specifically on literature, film, or culture may count as area courses. Equivalent courses taken abroad may also count as area courses. Area courses currently offered at Kenyon include:

East Asia:
- ARHS 238: Chinese Art Since 1840
- ARHS 239: Contemporary Chinese Art
- CHNS 321, 322: Advanced Chinese Language and Culture
- CHNS 324: Modern China through Film and Fiction
- CHNS 325: Chinese Literary Tradition
- CHNS 326: Women of the Inner Chambers
- HIST 262: Japan to 1850
- HIST 263: Imperial China
- HIST 353: Tibet Between China and the West
- HIST 450: Topics in Chinese History
- HIST 452: Women, Gender, and State in China
- JAPN 322: Advanced Japanese: Language and Culture
- JAPN 323: Advanced Reading and Composition
- JAPN 325: Introductory Japanese Linguistics
- PSCI 346: Riots, Ballots, and Rice: Comparative Asian Politics
- RLST 360: Zen Buddhism
- RLST 471: Confucianism
- RLST 481: Daoism
- SOCY 221: Global Religions in Modern Society
- SOCY 249: Knowledge of the Other: Journey to the East

South/Southeast Asia:
- HIST 260: Medieval Islamic Empires
- HIST 345: History of the Indian Ocean
- HIST 356: Vietnam
- HIST 358: Imagined India: Film and Fiction
- MUSC 206: Seminar in Ethnomusicology
- MUSC 485: Asian Music Ensemble
- PSCI 346: Riots, Ballots, and Rice: Comparative Asian Politics

Western/Central Asia:
- HIST 258: Ottoman Empire
- HIST 261: The Mongol Empire in World History
- HIST 365: Middle East through Film and Fiction
- HIST 370: Women and Gender in Modern Middle East
- RLST 440: Seminar on Sufism
- RLST 443: Voices in Contemporary Islam
- RLST 447: Islam in America

5. Senior Seminar: Asia in Comparative Perspective (.5 unit)
This course is offered every spring under the direction of a selected Asian Studies faculty member and will meet in a seminar format. Topics will vary with the instructor.

6. Senior Exercise
The Senior Exercise will follow the requirements of the joint department. It will focus in a significant way on the Asian area in which the language and study-abroad requirements were fulfilled, and will be supervised by an Asian Studies faculty member in the joint department.

Requirements for the Concentration

The concentration in Asian studies enables students to integrate their studies of the histories, cultures, and societies of Asia in a comparative and interdisciplinary format. It comprises three elements: (1) at least one year of language study; (2) 1.5 units of coursework in at least two departments other than Modern Languages and Literatures and representing at least two regions of Asia; and (3) the senior seminar.

1. Language study
For Asian languages taught at Kenyon-at present Chinese, Japanese, and Arabic-one year of instruction is required. The equivalent of one year of approved college-level Asian language instruction at another accredited academic institution will also meet the requirement, as will an approved intensive summer program.

For Asian languages not taught at Kenyon, one semester of intensive language study in a country where the language is spoken, or an approved intensive summer program, will be considered equivalent to a full year at Kenyon. In the case of transfer students, credit will be accepted for a year of Asian language study with a grade of C+ or better pursued at another institution.

If the program committee determines that a student possesses native proficiency in an Asian language, both oral and written, it will waive the requirement.

The program committee strongly recommends that students continue language study beyond the first year.

2. Area and disciplinary coursework
Students are required to take 1.5 units (three semester courses) about Asia other than language courses. These courses must be from the list of courses offered under Asian Studies at Kenyon but may also include relevant courses taken in study-abroad programs. Students must take at least one course representing a region different from that of their language study. For example, students who are primarily focused on East Asia and are studying Chinese or Japanese at Kenyon (or taking Korean abroad or off-campus) must take at least one course focused on South/Southeast Asia or Western/Central Asia (see lists under Requirements for the Joint Major). A course that covers more than one region of Asia-e.g., Asian Art, The Silk Road, or Comparative Asian Politics-will also fulfill this requirement.

Courses not specifically focused on Asia will not be counted toward the concentration. Where any doubt arises, please ask a member of the Asian Studies faculty. Double-counting for a student's major and the concentration is permitted.

3. Senior Seminar: Asia in Comparative Perspective
This .5-unit course is required for students fulfilling the requirements for both the concentration and the joint major. The course will be offered every spring under the direction of a selected Asian Studies faculty member and will meet in a seminar format. Topics will vary with the instructor.

Off-Campus study

Off-campus study in Asia is not required for the concentration but it is highly recommended. Students should consult with Asian Studies faculty members and the director of the Center for Global Engagement to learn about the numerous opportunities available to Kenyon students to study in Asia for one semester or a year. Summer language-study programs are also available for students who need to prepare for off-campus study or desire to learn an Asian language not offered at Kenyon (e.g., Hindi, Urdu, Korean, Vietnamese).

Asian Studies Courses

ASIA 201 The Silk Road

Credit: 0.5

"The Silk Road" is a rather misleading term coined in 1877 by Ferdinand von Richthofen. What it actually refers to is a vast network of trade routes that connected East, South, and Southeast Asia with the Mediterranean region, North Africa, and Europe. While travel and migration along these routes date back to prehistoric times and of course continue today, communication via the land routes across the Eurasian continent primarily flourished from the second century BCE through the fifteenth century CE, most notably linking China with western Asia and the Mediterranean region. And while silk was one of the major products transported from China to the West as far back as the Roman Empire, the trade, especially in such other luxury goods as spices (from India) and gemstones (from western Asia), was active in both directions. Along with the trade in material goods, the Silk Road was the medium for cultural exchange. One of the prime examples of this was the spread of Buddhism from India into Afghanistan, China, Korea, Japan, and Southeast Asia. As an extensive and many-layered system of economic and cultural exchange, the Silk Road can therefore be considered a premodern example of what today we call globalization. This course will survey the history of economic and cultural exchange along the Silk Road from prehistoric times to the present day. We will specifically examine 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. The general aims will be to enable students to think critically about Asia (or Eurasia) in a more holistic way, to understand the interconnections of our various academic disciplines, and to appreciate some of the rich cultural heritages and exchanges that have contributed to our world. No prerequisites. Offered every year.

Instructor: Adler, Staff

ASIA 490 Senior Seminar: Asia in Comparative Perspective

Credit: 0.5

The Asian Studies capstone seminar is taught by Asian Studies Program faculty in rotation, and organized around a common theme that integrates the various disciplines and regions of Asia. Through readings, films, guest lectures, and other activities, the course will lead students to synthesize their academic and personal (e.g., off-campus) experiences in a broader comparative perspective. Students will produce work that examines one or more topics of their own interest within the comparative Asian framework. Required for Asian Studies concentrators and joint majors. Prerequisite: permission of the instructor. Offered every spring.

Additional courses that meet the requirements for this concentration:

ANTH 113: Introduction to Cultural Anthropology
ARHS 114: Introduction to Asian Art
ARHS 235: Art of China
ARHS 238: Modern Chinese Art
ARHS 239: Contemporary Chinese Art
CHIN 111: Elementary Classical Chinese
CHIN 112: Elementary Classical Chinese
CHIN 115: Classical Chinese Literature in English
CHIN 211: Intermediate Classical Chinese
CHIN 212: Intermediate Classical Chinese
CHIN 371: Advanced Classical Chinese
CHIN 372: Advanced Classical Chinese
CHNS 111Y: Intensive Introductory Chinese
CHNS 112Y: Intensive Introductory Chinese
CHNS 213Y: Intermediate Chinese
CHNS 214Y: Intermediate Chinese
CHNS 321: Advanced Chinese Language and Culture
CHNS 323: Literature and Culture: Chinese Heroes
CHNS 324: Modern China through Film and Fiction
HIST 156: History of India
HIST 160: Modern East Asia
HIST 161: East Asia to 1850
HIST 166: History of the Islamicate World
HIST 250: Special Topics: East Asia to 1800
HIST 258: Ottoman Empire
HIST 261: The Mongol Empire in World History
HIST 262: Japan to 1850
HIST 263: Imperial China
HIST 353: Tibet between China and the West
HIST 356: Vietnam
HIST 358: Imagined Inda: Film and Fiction
HIST 365: Middle East through Film and Fiction
HIST 370: Women and Gender in the Modern Middle East
HIST 391: Special Topic
HIST 450: Topics in Chinese History
HIST 452: Women, Gender, and State in China
INST 131: China in Transition
JAPN 111Y: Intensive Introductory Modern Japanese
JAPN 112Y: Intensive Introductory Modern Japanese
JAPN 213Y: Intermediate Modern Japanese
JAPN 214Y: Intermediate Modern Japanese
JAPN 321: Advanced Japanese
JAPN 322: Advanced Japanese: Language and Culture
JAPN 325: Introductory Japanese Linguistics
JAPN 391: Special Topic
MLL 101Y: Beginning Arabic
MLL 102Y: Beginning Arabic
MLL 201: Intermediate Arabic I
MUSC 206: Seminar in Ethnomusicology
MUSC 485: Asian Music Ensemble
PHIL 212: Early Chinese Philosophy
PSCI 346: Riots, Ballots, and Rice: Comparative Asian Politics
RLST 240: Classical Islam
RLST 250: South Asian Religions
RLST 260: Buddhist Thought and Practice
RLST 270: Chinese Religions
RLST 275: Japanese Religions
RLST 360: Zen Buddhism

RLST 440: Seminar on Sufism
RLST 443: Voices in Contemporary Islam
RLST 447: Islam in America
RLST 471: Confucian Thought and Practice
RLST 472: Taoism
SOCY 221: Global Religions in Modern Society
SOCY 249: Knowledge of the Other: Journey to the East

Biochemistry and Molecular Biology

Interdisciplinary

The intersection of chemistry and biology provides a creative focus for understanding the molecular processes of life. Kenyon's biology and chemistry departments administer an interdisciplinary program offering two majors, biochemistry and molecular biology. Each major combines courses from both departments.

The Curriculum

The biochemistry major provides a chemistry-based curriculum with a significant biology component. The molecular biology major combines a substantial chemistry background with detailed studies in cellular and molecular biology. Both majors prepare students for postgraduate studies in biomedical sciences.

An oversight committee for biochemistry and molecular biology, composed of faculty members from the chemistry and biology departments, administers the program and determines requirements for the Senior Exercise and for the Honors Program. Students interested in these majors should contact either of the program codirectors, Karen Hicks or Sheryl Hemkin.

Requirements for the Majors

The biochemistry major and the molecular biology major have many requirements in common. In addition, each of the majors has its own set of required courses.

Courses Required for BOTH Majors (5.75 units)

All 100- and 200-level courses on this list must be completed by the end of junior year.

- BIOL 115 Energy in Living Systems (.5 unit)
- BIOL 116 Information in Living Systems (.5 unit)
- CHEM 121 or 122, and 124 or 125; Introductory Chemistry (1 unit)
- CHEM 123 and 126; Introductory Chemistry Lab (.5 unit)
- CHEM 231,232 Organic Chemistry (1 unit)
- CHEM 233,234 Organic Chemistry Lab (.5 unit)
- CHEM 256 Biochemistry (.5 unit)
- BIOL 263 Molecular Biology and Genomics (.5 unit)
- BIOL 264 Gene Manipulation (lab) (.25 unit)
- CHEM 335 Chemical Kinetics and Thermodynamics (.5 unit)

Additional Courses Required for the Major in Biochemistry (1.75 units)

In addition to the requirements listed above (under courses required for both majors), students majoring in biochemistry must complete the following courses:

- CHEM 341 Instrumental Analysis (.5 unit)
- CHEM 371 Advanced Laboratory, Biochemistry (.25 unit)
- Two advanced lab courses from: CHEM 370, 372, 373, 374, and 375 (.5 unit of CHEM 375 must be completed to count as an advanced lab)
- One course from: BIOL 109Y-110Y, 233, 238, 245, 255, 266, 321, 333, 358, or 375 (.5 unit)
- The Senior Exercise, under the supervision of the Department of Chemistry

Additional Courses Required for the Major in Molecular Biology (1.75 units)

In addition to the requirements listed above (under courses required for both majors), students majoring in molecular biology must complete the following courses:

- BIOL 109Y-110Y Introduction to Experimental Biology (.5 unit)
- Two additional lecture/discussion courses in biology at the 200- or 300-level (1 unit). At least one course must be taken from the "cellular and molecular biology" category (BIOL 238, 255, 266 , 321, 333, 375)
- One advanced laboratory from: BIOL 234, 239, 256, 267, 322, 346, or CHEM 371 (.25 unit)
- The Senior Exercise, under the supervision of the Department of Biology

Senior Exercise

Students majoring in biochemistry perform the Senior Exercise under the supervision of the Department of Chemistry. Molecular biology majors perform the Senior Exercise with the Department of Biology. For details, please refer to each department's Senior Exercise requirements listed in the course catalog .

Honors

Honors thesis projects may be conducted under the direct supervision of a faculty member in either department (biology or chemistry) for either major (molecular biology or biochemistry).

Planning for GRE

Majors planning to take the GRE in Biochemistry, Cell, and Molecular Biology should consider selecting BIOL 266 as an elective.

Additional courses that meet the requirements for this concentration:

BIOL 113: From Cell to Organism
BIOL 114: Genetics and Development of Organisms
BIOL 263: Molecular Biology and Genomics
BIOL 264: Gene Manipulation
BIOL 363: Molecular Biology and Genomics
BIOL 364: Gene Manipulation
CHEM 111: Introductory Chemistry I
CHEM 112: Introductory Chemistry II
CHEM 113: Introductory Chemistry Laboratory I
CHEM 114: Introductory Chemistry Laboratory II
CHEM 115: Honors Introductory Chemistry I
CHEM 116: Honors Introductory Chemistry II
CHEM 117: Honors Introductory Chemistry Laboratory I
CHEM 118: Honors Introductory Chemistry Laboratory II
CHEM 121: Introductory Chemistry

CHEM 122: Honors Introductory Chemistry
CHEM 123: Introductory Chemistry Lab I
CHEM 124: Biophysical and Medicinal Chemistry
CHEM 125: Nanoscience and Materials Chemistry
CHEM 126: Introductory Chemistry Lab II
CHEM 231: Organic Chemistry I
CHEM 232: Organic Chemistry II
CHEM 233: Organic Chemistry Lab I
CHEM 234: Organic Chemistry Lab II
CHEM 256: Biochemistry
CHEM 335: Chemical Kinetics and Thermodynamics
CHEM 341: Instrumental Analysis
CHEM 371: Advanced Lab: Biochemistry

Biology

Natural Sciences Division

The biology curriculum structures learning based on the scientific process of discovery: observation, interpretation, experimentation, analysis, and the formation of new hypotheses. Through exploration of recent developments in the broad range of biological fields, students examine details in the context of basic principles. They experience the dynamic nature of biological science by participating in laboratory work and research projects that form the backbone of the program. The curricular design offers many choices to students, allowing non-majors to explore any one field of biology in depth or to examine biology in the context of human issues having sociological, economic, and political importance, such as health care, biotechnology, and the environment.

The Biology Curriculum

Biology majors must take both foundation courses, BIOL 115 and 116 (unless specifically exempted by AP exams or by departmental placement exams during Orientation), and the year-long introductory laboratory sequence, BIOL 109Y-110Y. The foundation courses must be completed within the first four semesters. Advanced courses may be taken after completion of the prerequisite foundation course, so students can begin advanced courses while completing the introductory series. A year of introductory chemistry is also required of all majors.

Upper-level courses are offered at the 200 and 300 levels. Courses at the 200 level are designed for sophomores and juniors who have completed at least part of the introductory-level curriculum. Reading assignments include textbooks, primary literature, and other advanced sources. Courses at the 300 level are designed for juniors and seniors who have completed the entire introductory-level curriculum and at least one 200 level course. Primary literature and other advanced sources form a substantial portion of the reading, and extensive student-directed work is expected.

In addition to the biology major, major programs in biochemistry and in molecular biology are available. These programs combine work in biology and chemistry to prepare students for graduate work or employment entailing research on the molecular basis of biological systems. Information on course requirements for these major programs is detailed in the biochemistry and molecular biology section. For additional information, see the chair of either the biology or chemistry department.

Non-majors can choose innovative topical courses that approach biological issues in a human context (BIOL 103, 104, 105, 107). These courses are designed for students with minimal backgrounds in biology. The foundation courses—115 and 116—allow more in-depth study. Several courses also serve the interdisciplinary concentration in environmental studies.

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.

Students can involve themselves in the department through the Biology Student Advisory Group, which meets with the chair and faculty members, or as employees ranging from laboratory teaching proctors to research assistants.

Majors are encouraged to participate in the department through research with faculty members and by their active role in hiring faculty, suggesting curriculum changes, inviting seminar speakers, and planning social events.

Requirements for the Biology Major (starting with the Class of 2013)

The following requirements apply to students who declare a major in biology.

- BIOL 115 and 116 (or specific exemption), to be completed within four semesters of starting this series.
- BIOL 109Y-110Y, to be completed by the end of the sophomore year.
- One year of Introductory Chemistry lecture.
- Four upper-division laboratory courses (.5 unit of credit earned in Research in Biology or Senior Honors can serve as one .25-unit laboratory course requirement).
- Six upper-division lecture courses, including at least one 300-level course. MATH 258 counts toward this requirement.

In order to fulfill the diversification requirements for upper-level courses, biology majors will need to take at least one upper-level lecture course in each of the following three categories to graduate:

- Environmental biology: BIOL 228, 241, 251, 253, 261, 272, 328, 352, and 362.
- Organismal biology/physiology: BIOL 233, 238, 243, 245, 336, and 358.
- Cellular and molecular biology: BIOL 238, 255, 263, 266, 321, 333, and 375.

We strongly encourage majors to take at least one year of mathematics and physics. Students planning graduate studies in any area of biology should also include organic chemistry. We encourage majors to seek opportunities for independent research with faculty members, through Research in Biology, honors research, and the Summer Science Scholars Program.

Requirements for the Biology Major (through the class of 2012)

The following requirements apply to students who declare a major in biology.

- BIOL 112, 113, 114 (or specific exemption), to be completed within four semesters of starting this series.
- BIOL 109Y-110Y, to be completed by the end of the sophomore year.
- One year of Introductory Chemistry lecture.
- Four upper-division laboratory courses (.5 unit of credit earned in Research in Biology or Senior Honors can serve as one .25-unit laboratory course requirement).
- Five upper-division lecture courses. MATH 258 counts toward this requirement.

In order to fulfill the diversification requirements for upper-level courses, biology majors will need to take at least one upper-level lecture course in each of the following three categories to graduate:

- Environmental biology: BIOL 228, 241, 251, 261, 272, 328, and 352.
- Organismal biology/physiology: BIOL 233, 238, 243, 245, and 358.
- Cellular and molecular biology: BIOL 238, 255, 263, 266, 321, and 333.

We strongly encourage majors to take at least one year of mathematics and physics. Students planning graduate studies in any area of biology should also include organic chemistry. We encourage majors to seek opportunities for independent research with faculty members, through Research in Biology, honors research, and the Summer Science Scholars Program.

Substitution Policy (through the Class of 2012)

Biology majors may petition to substitute a 200-level course for one of the introductory lecture courses (BIOL 112, 113, 114) if the following conditions are met:

Students must have completed two introductory lecture courses (or they must have completed one and be currently enrolled in a second). Placement out of BIOL 113 with AP credit of 5 may be used towards this requirement.

Students must have consulted with a member of the Biology Department. Since this policy applies to students planning on majoring in biology, students who have advisors in other disciplines are encouraged to declare the biology major and choose an advisor in biology.

Students must have the permission of the 200-level course instructor to enroll without the 100-level prerequisite.

Allowed substitutions:

- For BIOL 112: BIOL 228 (Ecology) or BIOL 241 (Evolution)
- For BIOL 113: BIOL 233 (Plant Biology), BIOL 243 (Comparative Animal Physiology), or BIOL 245 (Environmental Plant Physiology)
- For BIOL 114: BIOL 238 (Microbiology), BIOL 255 (Genetic Analysis), or BIOL 263 (Molecular Biology and Genomics)

Important: This is a course substitution policy. The substituted course counts in place of the introductory lecture and does not count as fulfilling the upper-level diversification requirement. Five additional upper-level lecture courses still must be taken.

Senior Exercise (for all class years)

The Senior Exercise for all biology majors consists of a detailed analysis of a research field, focusing on a critique of a particular research article. In addition, all majors must attend a specified number of guest lectures in the Biology Seminar Series and take a standardized assessment exam.

Advanced Courses Offered in Biology (for all class years)

Many courses and laboratories are offered in alternating years, so care should be taken in planning the major to suit individual goals. The following list indicates which courses are normally taught on alternating-year schedules. Please note that the schedule can vary from these guidelines; students should consult the department chair or course instructor if particular courses are needed.

Courses that may be offered in alternating years include: BIOL 233, 234, 238, 239, 245, 251, 255, 256, 266, 321, 322, 328, 333, 336, 346, 352, 353, 358, 359, and 367.

Honors (for all class years)

The Honors Program in biology is an exciting opportunity for students to perform research in collaboration with a faculty member of the Department of Biology. Prior to enrollment in senior honors, students are expected to complete at least one semester of Research in Biology (BIOL 385, 386) and participate in the Summer Science Scholars Program. Two semesters of Research in Biology are recommended. Students must have an overall GPA of at least 3.33 and a GPA of 3.33 in biology.

Requirements for the Biology Minor (starting with the Class of 2013)

The minor in biology requires a minimum of 2.75 units of credit earned in the major curriculum; these must include the foundation courses (BIOL 115 and 116), the introductory laboratory, BIOL 109Y-110Y , and at least one upper-level laboratory. One year of BIOL 385, 386 would satisfy the upper-level laboratory requirement and one year of BIOL 393, 394 would satisfy one upper-level lecture course requirement in the area minor.

Requirements for the Biology Minor (through the Class of 2012)

The minor in biology can be earned in one of five areas of biology, listed as A through E below. The minor requires a minimum of 3 units of credit earned in the major curriculum; these must include the introductory laboratories, BIOL 109Y-110Y, and at least one upper-level laboratory. One year of BIOL 385, 386 would satisfy the upper-level laboratory requirement and one year of BIOL 393, 394 would satisfy one upper-level lecture course requirement in any of the area minors. Specific course requirements for each area minor are listed below.

Attention: Please be advised that the two 1-unit requirements below must include at least one upper-level laboratory. The 2 units mean 2 units of earned credit, not four courses per se.

A. Environmental Biology

- BIOL 109Y-110Y Introduction to Experimental Biology
- BIOL 112 Evolution and Ecology
- 2 units from:
  BIOL 228 Ecology
  BIOL 229 Ecology Laboratory
  BIOL 241 Evolution

BIOL 251 Marine Biology
BIOL 261 Animal Behavior
BIOL 262 Experimental Animal Behavior
BIOL 272 Microbial Ecology
BIOL 328 Global Ecology and Biogeography
BIOL 352 Aquatic Systems Biology
BIOL 353 Aquatic Systems Lab
ENVS 461 Environmental Studies

B. Plant Biology
- BIOL 109Y-110Y Introduction to Experimental Biology
- BIOL 112 Evolution and Ecology
- BIOL 113 From Cell to Organism
- 1.5 units from:
  BIOL 233 Plant Biology
  BIOL 234 Laboratory Experiences in Plant Biology
  BIOL 245 Environmental Plant Physiology
  BIOL 346 Introduction to Microscopy and Image Analysis

C. Molecular Biology and Genetics
- BIOL 109Y-110Y Introduction to Experimental Biology
- BIOL 114 Genetics and Development of Organisms
- 2 units from:
  BIOL 238 Microbiology
  BIOL 239 Experimental Microbiology
  BIOL 255 Genetic Analysis
  BIOL 256 Experimental Genetic Analysis
  BIOL 263 Molecular Biology and Genomics
  BIOL 264 Gene Manipulation
  BIOL 321 Developmental Biology
  BIOL 322 Experiments in Developmental Biology
  BIOL 364 Principles of Gene Manipulation

D. Physiology
- BIOL 109Y-110Y Introduction to Experimental Biology
- BIOL 113 From Cell to Organism
- 2 units from:
  BIOL 238 Microbiology
  BIOL 239 Experimental Microbiology
  BIOL 243 Comparative Animal Physiology
  BIOL 244 Experimental Animal Physiology
  BIOL 245 Environmental Plant Physiology
  BIOL 266 Cell Biology
  BIOL 333 Environmental Toxicology
  BIOL 336 Integrative Biology of Animals
  BIOL 346 Introduction to Microscopy and Image Analysis
  BIOL 358 Neurobiology
  BIOL 359 Experimental Neurobiology
  BIOL 367 Experimental Cell Physiology

E. Biology
- BIOL 109Y-110Y Introduction to Experimental Biology
- BIOL 112 Evolution and Ecology
- BIOL 113 From Cell to Organism
- BIOL 114 Genetics and Development of Organisms
- 1 unit:
  Any upper-level courses in biology

Cross-Listed Courses

The following courses are cross-listed in the biology offerings:
ENVS 112 Introduction to Environmental Studies
MATH 258 Mathematical Biology

Transfer Credit Policy

All transfer credit must be approved in advance by the chair.

Cross-Listed Courses

The following courses are cross-listed with the biology offerings to satisfy natural-sciences diversification:
ENVS 112 Introduction to Environmental Studies
MATH 258 Mathematical Biology
NEUR 105 only with BIOL 103 or BIOL 105

Biology Courses

BIOL 103 Biology in Science Fiction

Credit: 0.5 **QR**

Science-fiction literature extends our knowledge of the natural world in extraordinary ways. Yet real biology is often more amazing than science fiction. The impact of evolution on human existence is examined through Wells's The Time Machine and Vonnegut's Galapagos, while bizarre living creatures are explored through Herbert's Dune and Crichton's Jurassic Park. Quantitative reasoning in biology is introduced through problem sets applying calculation to extrapolate present and future biological phenomena. Exponential functions are used to explore whether human populations will explode, as in Star Trek, "The Trouble with Tribbles," or decline as in The Time Machine. Hardy-Weinberg equilibria and computer modeling show how bizarre mutant traits spread through populations, as in Galapagos. Acid-base titrations show how global warming acidifies the ocean, disrupting the marine ecosystem as in Slonczewski's A Door into Ocean. Students create their own interactive projects on the Web. May be offered in alternating years. No prerequisites. Does not count toward the major or minor.

Instructor: Slonczewski

BIOL 104 Biology of Female Sexuality

Credit: 0.5

This course examines the human female body with respect to sexual response, menstruation, reproduction, menopause, and contemporary health issues. Students work in cooperative learning groups for leading discussions and for the class praxis project, which focuses on constructive alliances with men to promote healthy relationships and reduce the sexual objectification and rape of women. The underlying goals of the course are to provide an anatomical appreciation of the human body, to improve our capacity to act as informed health-care consumers, to forge a feminist understanding of women's health concerns in a social context, and to learn skills for bridging differences and for networking among women in their diversity, in order to provide better health care for all. Texts vary from year to year. This course no longer has a laboratory component. There are no prerequisites. Men are welcome. This course counts toward the women's and gender studies major but does not count toward the biology major or minor.

BIOL 105 Biology of Exercise

Credit: 0.5

This is an introductory biology class that will examine human physiology by considering the response of the human body to exercise. We will ask basic questions about human exercise performance and seek

to understand the biological mechanisms that are relevant to these questions. Questions that may be considered include: What limits human exercise performance? How does nutrition influence exercise? What are the mechanisms involved in increased performance during training? How does exercise influence the overall health of humans? Students will learn to directly evaluate the scientific basis of knowledge about physiology through the analysis of experimental methodology and data. May be offered in alternating years. No prerequisites. Does not count toward the major or minor.

Instructor: C. Gillen

BIOL 106 Conservation Biology

Credit: 0.5

Conservation Biology introduces students to subjects in biology that are central to questions about sustaining species and ecosystems. Students will use a series of case studies to learn the scientific methodology and fundamental principles that must be applied to issues of conserving biological diversity. Case studies will illustrate: aquatic and terrestrial habitats; population and ecosystem levels of organization; and principles of evolution, population biology, and ecosystem biology. Biology 106 is appropriate for first-year students and it is an alternative core course for the Environmental Studies Concentration. There are no prerequisites. Offered every other year.

Instructor: R. Heithaus

BIOL 107 Scaling in Biology: Why Size Matters

Credit: 0.5 **QR**

While biologists seek general principles that explain the common characteristics of all organisms, we too often ignore that most obvious of traits: an organism's size. This class is based on the idea that you can learn an awful lot of biology just by asking that fundamental question: "Is it bigger than a breadbox?" We will explore how size determines the form, function, pace, and complexity of life. Our questions will span from the miniscule (can bacteria see?) to the gigantic (how many species are there on Earth?) to the fantastic (what would it cost to feed King Kong, and could he actually feed himself, or walk for that matter?). Living things span an amazing range of sizes, and by studying the size extremes of the living world, we will develop a framework for comparing not just apples and oranges, but bacteria and blue whales. Surreal perspectives on biology such as Swift's Gulliver's Travels, Kafka's Metamorphosis, and films like A Fantastic Voyage and Destroy All Monsters, will further highlight the truly amazing nature of biological reality. This course has no prerequisites or enrollment limits. This course will be offered every other year.

Instructor: Kerkhoff

BIOL 109Y Introduction to Experimental Biology

Credit: 0.25 **QR**

This is the first laboratory course a student takes and is a prerequisite for all upper-division laboratory courses. Students are introduced to the processes of investigative biology and scientific writing. It is not designed to accompany any particular core lecture course. Laboratories cover topics presented in the core lecture courses, BIOL 115 and 116, and introduce a variety of techniques and topics, including field sampling, microscopy, PCR, gel electrophoresis, enzyme biochemistry, physiology, evolution, and population biology. The course emphasizes the development of inquiry skills through active 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. The year culminates in five-week student-designed investigations that reinforce the research skills developed during the year. Evaluation is based on short reports, quizzes, lab performance, and two scientific papers, as well as oral and written presentations based on the independent project. Prerequisite or corequisite: BIOL 115. Enrollment is limited to sixteen students in each section.

BIOL 110Y Introduction to Experimental Biology

Credit: 0.25 **QR**

See course description for BIOL 109Y.

BIOL 115 Energy in Living Systems

Credit: 0.5

Energy flow is a unifying principle across a range of living systems, from cells to ecosystems. With energy flow as a major theme, this course covers macromolecules, cells, respiration and photosynthesis, physiology and homeostasis, population and community interactions, and ecosystems. Throughout the course, the diversity of life is explored. The course also introduces students to the process of scientific thinking through discussion of research methodology and approaches. Majors and nonmajors may enroll. Biology majors should take this class prior to the junior year. No prerequisites. This course will be offered every year.

BIOL 116 Information in Living Systems

Credit: 0.5

How is information generated, transmitted, stored, and maintained in biological systems? The endeavor to understand the flow of biological information represents a fundamental undertaking of the life sciences. This introductory course examines the mechanisms of heredity, the replication and expression of genetic information, and the function of genes in the process of evolution, with an emphasis on the tools of genetics and molecular biology to address research questions in these areas. Majors and nonmajors may enroll. Biology majors should take this class prior to the junior year. Prerequisites: BIOL 115 or permission of instructor. This course will be offered every year.

BIOL 228 Ecology

Credit: 0.5

This course will study mechanisms that influence the distribution and abundance of organisms. Topics will include physiological ecology, population ecology, competition, predator-prey systems, mutualism, succession, energy and nutrient dynamics, and the ecology of communities, ecosystems, and landscapes. We will explore the influence of humans on natural systems. Students will use simulation models and original literature to supplement the text, lectures, and discussions. Prerequisite: BIOL 115 or permission of instructor. BIOL 229 is highly recommended.

BIOL 229 Ecology Laboratory

Credit: 0.25

This course examines techniques for studying ecological principles in the field and laboratory, with primary emphasis on terrestrial systems. Students will learn experimental design, sampling protocols, and quantitative methods including spatial analysis with geopgraphic information science. Topics include limits to distribution, interactions with the physical environment, population dynamics, species interactions, productivity, and biodiversity. Studies will include field trips to local habitats in varying weather conditions. Prerequisite: BIOL 109Y-110Y and BIOL 115 or permission of the instructor. Prerequisite or corequisite: BIOL 228.

BIOL 233 Plant Biology

Credit: 0.5

This course presents an introductory examination of flowering plant form and function in evolutionary and ecological contexts. As the foundation for our examination of flowering plants, we will conduct an overview of plant evolution, focusing on plants important to evolutionary concepts. Photosynthesis is examined as a model for structure/function relationships that are ever-evolving. Physiological and genetic features of morphology, growth, reproduction, and abiotic and biotic interactions are considered as well. Prerequisite: BIOL 116 or permission of the instructor.

BIOL 234 Laboratory Experience in Plant Biology

Credit: 0.25

This course explores plant anatomy and morphology through a course-long project in growing and studying unknown plants from seed to flower. Students categorize their unknown plants using traditional descriptive methods of form and anatomy of leaves, roots, and flowers. We also utilize molecular methods to identify unknown plants through DNA analysis. Experiments involving growth and hormone regulation offer students the opportunity to design their own hypotheses and experiments. The course may be offered in alternating years. Prerequisite: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 233.

BIOL 238 Microbiology

Credit: 0.5

Microbes inhabit the most extreme environments on earth, ranging from superheated sulfur vents on the ocean floor to alkaline soda lakes. In medicine, newly discovered bacteria and viruses cause a surprising range of diseases, including heart disease; they may even hold the key to human aging. Yet other species live symbiotically with us, keeping us healthy; still others, such as nitrogen fixers, are essential to the entire biosphere. This course covers microbial cell structure and metabolism, genetics, nutrition, microbial communities in ecosystems, and the role of microbes in human health and disease. May be offered in alternating years. Prerequisite: BIOL 116.

Instructor: Slonczewski

BIOL 239 Experimental Microbiology

Credit: 0.25

We learn the classic techniques of studying bacteria, protists, and viruses in medical science and in ecology. We practice microbial culture and examine life cycles, cell structure and metabolism, and genetics. High-throughput methods of analysis are performed, such as use of the microplate UV-VIS spectrophotometer. For the final project, each student surveys the microbial community of a particular habitat, using DNA analysis and biochemical methods to identify microbial isolates. May be offered in alternating years. Prerequisite: BIOL 109Y-110Y or a chemistry lab course. Corequisite: BIOL 238.

Instructor: Slonczewski

BIOL 241 Evolution

Credit: 0.5

Evolution is the major unifying theory of biology; the unity of fundamental processes, species diversity, and adaptive characteristics of organisms are consequences of evolution, and can be fully understood only in this light. Evolutionary processes also have major impacts on humans. This course introduces the processes of evolution, most of which can be examined in contemporary time through experiment, theory, and simulation, and by examining pattern in nature. The class format will combine lecture and discussion. Topics will include basic Darwinian arguments, modern population genetics, adaptation, speciation, reconstructing phylogenetic history, macroevolution, and the consequences of evolution for conservation and human health. Examples will be drawn from all levels of biology, from molecular to ecological studies. Students will read and discuss original literature, utilize computer simulations, and prepare a final paper and presentation. Prerequisites: BIOL 116 or permission of the instructor.

Instructor: R. Heithaus

BIOL 243 Animal Physiology

Credit: 0.5

Animal physiology examines the processes of animal cells, tissues, and organ systems. In this class, we will seek to understand how physiological processes relate to the survival of an animal in its environment. We will use three primary approaches: (1) comparative, contrasting animals that live in different environments; (2) environmental, exploring how animals survive in challenging environments; and (3) structure-function, examining how the anatomy of a system relates to its function. Each of the primary animal organ systems (nerve, muscle, cardiovascular, respiratory, gastrointestinal, renal, and excretory) will be covered in detail. Readings from the primary research literature will be assigned. This course replaces BIOL 341. Prerequisites: BIOL 109Y-110Y and BIOL 115, or permission of instructor.

BIOL 244 Experimental Animal Physiology

Credit: 0.25

This laboratory class explores the techniques, equipment, and experimental designs common to animal physiology. Topics to be studied may include muscle physiology, cardiac physiology, salt and water balance, metabolism, and exercise physiology. A variety of experimental techniques will be used. Students will participate in experimental design, perform experiments, and present results in oral and written form. Students will also read and analyze relevant papers from the primary literature. Prerequisite: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 243.

Instructor: C. Gillen

BIOL 245 Environmental Plant Physiology

Credit: 0.5

Plants, like all life forms, survive in community with a diversity of organisms and in a changing and demanding environment. Plant life benefits from and is challenged by relationships with other species and by the environment. Plants have evolved a fundamentally different pattern of living from organisms of other kingdoms; the physiological strategies that have evolved to meet the challenges of a predominantly stationary life that relies on resources of the immediate environment are marvelous, intriguing, and enlightening. Our focus is on flowering plants and the structural and physiological processes (molecular, cellular, and systemic) that manage the intersections with the environment and with other organisms. The subject is presented through examination of experimental design and data analysis. May be offered in alternating years. Prerequisites: BIOL 116 and CHEM 121/122 and CHEM 124 or CHEM 125.

Instructor: Edwards

BIOL 251 Marine Biology

Credit: 0.5

This course applies ecological principles to the field of marine biology. Topics are organized to explore the diversity of marine habitats. We

will study the basics of oceanography that create diverse conditions for marine organisms, the special adaptive pressures on organisms, and the ecological influences on biological diversity. Topics will include chemical properties of seawater, ocean currents, tides, animal and plant communities in the oceans and estuaries, the importance of the sea to humans (through fisheries and influences on global climate), and the problems of pollution in marine ecosystems. May be offered in alternating years. Prerequisite: BIOL 115.

BIOL 253 Paleobiology

Credit: 0.5

This course examines the use of fossils as tools for interpreting Earth's ancient oceans and the life they once supported. Methods for inferring physical and chemical aspects of marine settings (e.g., oxygen levels, salinity variation) and the use of major marine fossil taxa as past analogues of modern organisms, will allow for the reconstruction of paleoenvironments. We will explore techniques used to infer how organisms functioned within their life environments and how they interacted with other life forms, and we will survey major events in the history of Earth's oceans and marine biota, including some significant fossil locations (i.e., lagerstatten), as a means of introducing major ecological principles. Laboratories and exercises involving fossil specimens will constitute a significant portion of the final grade, and at least one field trip will be required. Prerequisite: BIOL 116 or permission of the instructor.. This class fulfills the Environmental Biology diversity requirement for the Biology major.

BIOL 255 Genetic Analysis

Credit: 0.5

This course introduces both principles and experimental approaches related to heredity in a wide variety of organisms from bacteria to humans. Topics will include classical transmission genetics, chromosomal structure, extranuclear heredity, epigenetics, population and evolutionary genetics, and molecular analysis of genes and chromosomes. As genetic analysis can be used to dissect many biological processes, we will also address how geneticists approach problems and advance scientific understanding, focusing our discussions around primary literature. May be offered in alternating years. Prerequisite: BIOL 116.

Instructor: Hicks

BIOL 256 Experimental Genetic Analysis

Credit: 0.25

This laboratory course introduces both genetic concepts and genetic approaches commonly used to understand biological processes. We will cover fundamental techniques including mutant screens, double mutant analysis, linkage mapping, and map-based cloning of genetic loci. We will use the model plant Arabidopsis thaliana as our experimental organism, although the approaches taken in this course can be used in any organism amenable to genetic analysis. May be offered in alternating years. Prerequisite: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 255.

Instructor: Hicks

BIOL 261 Animal Behavior

Credit: 0.5

The evolution and ecology of animal behavior is explored in detail. The diversity of behavior and the ecological consequences of behavior will be studied, with emphasis on how research programs are designed to answer questions. Topics include the genetics and physiology of behavior, perceptual systems, integration and storage of information, the ecology of reproduction, feeding behavior, habitat selection and migration, and social behavior. Prerequisite: BIOL 116 or permission of the instructor.

Instructor: Mauck

BIOL 262 Experimental Animal Behavior

Credit: 0.25

This laboratory applies the principles of experimental design and inference to the study of animal behavior. There will be both laboratory and field components. Students should be aware that animals do not always "behave" in discrete, three-hour time periods, and that some work may have to be arranged outside of the regularly assigned class period. Prerequisites: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 261.

Instructor: Mauck

BIOL 263 Molecular Biology and Genomics

Credit: 0.5

The molecular and genomic basis of life is at the heart of modern biology. In BIOL 263, we will learn techniques and explore research questions at the forefront of molecular research, focusing on the mechanisms by which the information of the genome is expressed to form the functional molecules of living cells and organisms. The processes of DNA replication, recombination, and repair, transcription of RNA from DNA templates, and translation of RNA into protein are discussed in the context of current research, frequently using primary literature. The function of genes and the regulation and measurement of gene expression are treated in depth. Students analyze and publish interactive tutorials on the structure and function of key macromolecules. This intermediate-level course presumes a strong background in the basics of protein structure/function, central dogma processes, fundamental molecular techniques for manipulating nucleic acids and proteins, and general chemistry. Prerequisites: BIOL 116 and one year of chemistry (Intro or Honors Intro). Recommended prerequisite or corequisite: CHEM 231 and 232 (Organic Chemistry). Note: For further study of the function of proteins, membranes, and cellular processes, the complementary course BIOL 266 (Cell Biology) is recommended.

BIOL 264 Gene Manipulation

Credit: 0.25

This course teaches advanced methods of gene isolation, manipulation, and characterization. An assortment of the following techniques will be covered: the isolation of DNA and RNA from tissues and cells; recombinant DNA technique; expression of genes in heterologous systems; the polymerase chain reaction (PCR); measurement of gene expression, and bioinformatics and sequence analysis. Prerequisite: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 263, one year of chemistry with labs, or permission of instructor.

BIOL 266 Cell Biology

Credit: 0.5

This course is designed to introduce the student to the wide variety of questions being asked by researchers in this exciting field and the approaches they are taking to answer these questions. This course complements BIOL 263 (Molecular Biology) in content, concentrating on the nongenomic aspects of cell cycle. We will cover topics such as biological membranes and ion channels, cell organelles and their function, cell regulation, and intercellular and intracellular communication. May be offered in alternating years. Prerequisite: BIOL 116. Prerequisite or corequisite: CHEM 121.

Instructor: Itagaki

BIOL 267 Experimental Cell Biology

Credit: 0.25

This laboratory course is designed to complement BIOL 266. The topics covered in the laboratory will expose the student to some of the standard techniques used in modern cell biology. The laboratories will also illustrate some of the fundamental ideas of the field. Instead of covering a wide variety of techniques and preparations superficially, we will concentrate on a select few, covering them in greater depth. Some topics that will be covered are protein and lipid separation, cell permeability, cell motility, and mitochondrial function. May be offered in alternating years. Prerequisites: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 266.

Instructor: Itagaki

BIOL 321 Developmental Biology

Credit: 0.5

This course concerns the mechanisms responsible for building multicellular eukaryotic organisms, with examples from vertebrates, invertebrates, and plants. The processes of fertilization, embryonic axis formation, morphogenesis, organogenesis, and cellular differentiation will be examined at the molecular and cellular levels. Particular attention will be devoted to the experimental basis for current models of these processes. Students will read original research literature as well as standard texts. May be offered in alternating years. Prerequisites: BIOL 116 and any 200-level BIOL course.

Instructor: Hicks

BIOL 322 Experiments in Developmental Biology

Credit: 0.25

This laboratory course introduces students to both classical and modern experimental approaches for discovering developmental mechanisms, using model systems including sea urchin, chick, Xenopus, Drosophila, Caenorhabditis, and zebrafish. Students document major cellular and developmental events in embryogenesis of these organisms, and conduct experiments to investigate the cellular, molecular, and genetic bases of morphogenesis, pattern development, and developmental determination. May be offered in alternating years. Prerequisite: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 321.

Instructor: Hicks

BIOL 328 Global Ecology and Biogeography

Credit: 0.5

This is a comprehensive course in the large-scale history and dynamics of the biosphere. The course will begin with a focus on biogeography and macroecology, with the goal of describing and understanding very general patterns in the distribution, abundance, and functioning of organisms. Special attention will be given to patterns of biodiversity and their basis in both ecological (dispersal, competition) and evolutionary (speciation, extinction) processes. The second phase of the course will examine current attempts to model dynamic ecological processes at the global scale, with a focus on feedbacks between ecosystems and the atmosphere, and the relationship between biodiversity and ecosystem function. The conclusion of the course will examine the large-scale interactions between Homo sapiens and the rest of the biosphere, including recent attempts to quantify both human impacts and the value of global ecosystem services. The course will be conducted seminar-style, and most of the reading will be drawn from recent primary literature. The development of research methods using published data, Internet databases, and model output to address ecological questions at continental to global scales will be an integral part of this course. May be offered in alternating years. Prerequisites: At least one of BIOL 228, 241, 251, or 261, or permission of the instructor.

Instructor: Kerkhoff

BIOL 333 Environmental Toxicology

Credit: 0.5

This course examines the effects of chemical contaminants on molecular, organismal, and ecological systems. Topics include sources and movement of contaminants in the environment, basics of toxicity testing, molecular mechanisms of contaminant effects, and ecological risk assessment. The course will use readings from standard texts, the popular press, and primary literature, placing particular emphasis on current experimental approaches and problem-solving methods. Rather than surveying a wide variety of topics superficially, the course will concentrate on selected issues and stories that illustrate important contemporary issues in environmental toxicology. May be offered in alternating years. Prerequisite: BIOL 116 and at least one biology lecture course at the 200 or 300 level BIOL course.

Instructor: Powell

BIOL 336 Integrative Biology of Animals

Credit: 0.5

This course will seek to understand general principles in animal biology through a topics-based approach. We will develop integrative understandings of animals, studying them from genetic, molecular, biochemical, physiological, organismal, evolutionary, and environmental frameworks. Although both invertebrate and vertebrate animals will be studied, invertebrates will be the primary focus because of the large number and spectacular diversity of invertebrate species. Emphasis will be placed upon understanding the experimental evidence that has led to the current understanding of animal biology, and controversial topics in animal biology will be explored. May be offered in alternating years. Prerequisite: at least one biology lecture course at the 200 or 300 level.

Instructor: C. Gillen

BIOL 337 Experimental Animal Biology

Credit: 0.25

This laboratory class will explore the comparative structure and function of animals. We will explore comparative anatomy, animal diversity, evolutionary relationships, and function of living animals. Laboratory work will be complemented with critical reading of recent research papers and consideration of controversies in animal biology. May be offered in alternating years. Note: The lecture course BIOL 336 is not a prerequisite for this course. Prerequisites: BIOL 109Y-110Y; Prerequisite or corequisite: BIOL 243 or 336.

Instructor: C. Gillen

BIOL 346 Introduction to Microscopy and Image Analysis

Credit: 0.25

This laboratory is designed to give students a theoretical background in microscopy and an opportunity to use the power of microscopy as an investigative tool. We first learn about the mechanics and physics of optics and light. We learn how to manipulate the microscope to create amazing contrast in cells with apparently no contrast. Later, we will investigate questions pertaining to the physiology or structural biology of eukaryotic organisms, from protists to plants and animals. Techniques covered will include: bright, dark-field, phase-contrast, polarized light, epifluorescence, and differential interference microscopy. Students will learn how to prepare and view living and fixed cells and tissues. We will compare confocal, digital deconvolution, and electron microscopy, and

we will explore some of the groundbreaking results that light microscopy has delivered to our understanding of biology. The course may be offered in alternating years. Prerequisite: BIOL 109Y-110Y.

Instructor: Edwards

BIOL 349 Evolutionary Modeling

Credit: 0.25

With the increasing use of computer modeling of complex systems, evolutionary algorithms have become a useful tool in exploring questions in evolutionary biology. This course introduces students to evolutionary algorithms, computer models of evolutionary processes. Through readings, lectures, guided exercises and independent work, students will gain familiarity with the advantages and disadvantages of using computer models to explore questions in evolutionary biology. Primary focus will be on one research platform, Avida, and on its strengths and limitations as a research tool to study fundamental principles of evolution. Issues accessible to study using Avida include the topography of fitness landscapes and selective environments, the relative effects of mutations of various kinds and rates, the emergence of complexity in evolving populations and the "transfer" of complexity from environment to genome via evolutionary processes, and so on. Prerequisite: junior or senior standing and at least one biology lecture course at the 200 or 300 level or permission of instructor. No particular computer expertise is required. Can be used to fulfill a lab requirement for the Biology major.

BIOL 352 Aquatic Systems Biology

Credit: 0.5

This course is designed to introduce students to the study of freshwater ecosystems, including lakes, streams, and wetlands. Human activities have had profound impacts on freshwater life and an understanding of the dynamics of freshwater systems is instrumental in determining how to protect and restore these habitats. We will examine the physical, chemical, and biological factors influencing biological diversity and productivity, and will emphasize the application of ecological principles to study these systems. Possible topics include the effects of agricultural run-off and eutrophication; erosion resulting from human development; the introduction of non-native species; toxic contaminants; and restoration techniques. Standard texts as well as primary literature will be used. May be offered in alternating years. Prerequisite: BIOL 115 and at least one biology lecture course at the 200 or 300 level.

Instructor: Fennessy

BIOL 353 Aquatic Systems Lab

Credit: 0.25

In this laboratory course, students will employ methods used in the study of freshwater ecosystems. It is designed to complement either BIOL 251 or BIOL 352. Students will learn to identify freshwater organisms, quantify biological, chemical, and physical parameters that affect these organisms, and design ecological experiments. Throughout the course, laboratories will emphasize hypothesis testing, quantitative methods, and experimental design. Field trips will be taken to local natural habitats, and many lab periods will be spent doing fieldwork. May be offered in alternating years. Prerequisites: BIOL 109Y-110Y. Prerequisite or co-requisite: BIOL 251 or 352 or permission of instructor.

Instructor: Fennessy

BIOL 358 Neurobiology

Credit: 0.5

The study of the nervous system is a field that has experienced explosive growth in the past few decades. This course is designed to introduce the student to modern neurobiology by covering the basic foundations as well as the latest results from current research. Subject matter will range from the biophysics of membranes and ion channels, through sensory integration and simple behaviors, to the development of the nervous system. Rather than cover a wide variety of topics superficially, we will concentrate more time on selected topics that illustrate the current thinking of neurobiologists. May be offered in alternating years. Prerequisites: BIOL116 and at least one biology lecture course at the 200 or 300 level. Experience in math and/or physics is strongly recommended.

Instructor: Itagaki

BIOL 359 Experimental Neurobiology

Credit: 0.25

This is a laboratory designed to complement the lecture course. We will concentrate on the different intracellular and extracellular electrophysiological recording techniques commonly used in the field to illustrate both motor and sensory aspects of nervous-system function. We will also use molecular techniques to define the distribution of some neurotransmitters in the central nervous system. We will conclude with a series of independent projects that will bring together the ideas covered earlier in the course. May be offered in alternating years. Prerequisites: BIOL 109Y-110Y. Prerequisite or corequisite: BIOL 358.

Instructor: Itagaki

BIOL 362 Ecological and Evolutionary Physiology

Credit: 0.5

Students will read the current primary literature in the fields of physiological ecology and evolution. The seminar is constructed around student-led discussion. Students will read and critique important papers ranging from life history evolution to techniques for assessing age-related changes on the cellular level. Not offered in most years. Prerequisites: at least one biology lecture course at the 200 or 300 level and permission of the instructor.

Instructor: Mauck

BIOL 375 Virology

Credit: 0.5

In this course, students examine the form and function of viruses through current research papers and through documentaries on viral disease. Specific viruses are examined in depth, exemplifying their roles in human and animal health, biotechnology, and global ecology. Topics may include: the M13 bacteriophage as a tool for nanotechnology; human papillomavirus, a DNA virus causing cancer, including its molecular biology as well as controversies over vaccination; Ebola virus, an RNA virus with extraordinary virulence; influenza virus, an RNA virus of humans and animals with pandemic potential; and human immunodeficiency virus, including its molecular biology and regulation, chemotherapy development, and epidemiology, as well as its applications for gene therapy. Prerequisites: BIOL 238, 243, 263, 266 or 358. Pre- or corequisite: organic chemistry.

Instructor: Slonczewski

BIOL 385 Research in Biology

Credit: 0.25

This combined discussion and laboratory course aims to develop abilities for asking sound research questions, designing reasonable scientific approaches to answer such questions, and performing experiments to test both the design and the question. We consider how to assess difficulties and limitations in experimental strategies due to design, equipment, organism selected, and so on. The course provides a detailed understanding of selected modern research equipment. Students select their own research problems in consultation with one or more biology faculty members. This course is designed both for those who plan to undertake honors research in their senior year and for those who are not doing honors but want some practical research experience. A student can begin the course in either semester. If a year of credit is earned, it may be applied toward one laboratory requirement for the major in biology. Prerequisites: BIOL 109Y-110Y and 116, and permission of instructor.

BIOL 386 Research in Biology

Credit: 0.25

See course description for BIOL 385.

BIOL 393 Independent Study in Biology

Credit: 0.25-0.5

This course provides the student with the opportunity to pursue an independent investigation of a topic of special interest not covered, or not covered in depth, in the current curriculum. The investigation, designed in consultation with the chosen faculty mentor, may be designed to earn .25 or .5 unit of credit in a semester. BIOL 393 is ordinarily a library-oriented investigation. (For laboratory-oriented independent research, see BIOL 385 and 386.) Normally, students receive credit for no more than two semesters of independent study. Independent study does not count toward diversification requirements for the biology major. Prerequisite: permission of the department.

BIOL 497 Senior Honors

Credit: 0.5

This course offers an in-depth research experience. Prior to enrollment in Senior Honors, students are expected to complete at least one semester of BIOL 385-386 (Research in Biology) and participate in the Summer Science Scholars program. Two semesters of BIOL 385-386 are recommended. Emphasis is on completion of the research project. Students are also instructed in poster production and produce one or more posters of their honors work for presentation at Kenyon and possibly at outside meetings. There will be oral progress reports. The letter grade is determined by the instructor and project advisor in consultation with the department. Students must have an overall GPA of at least 3.33 and a GPA of 3.33 in biology. Prerequisites: BIOL 385 or 386 and permission of the project advisor and the department.

BIOL 498 Senior Honors

Credit: 0.5

This course continues the honors research project and gives attention to scientific writing and the mechanics of producing a dissertation. A dissertation is required and is defended orally to an outside examiner. The letter grade is determined by the instructor and project advisor in consultation with the department. Prerequisites: BIOL 385 or 386, and 497.

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.

New Students

The first semester of introductory chemistry is offered at two levels. CHEM 121 is a lecture-and-discussion course intended for students needing a thorough introduction to the fundamental concepts, theories, and methodologies of chemistry; enrollment priority is given to first- and second-year students. CHEM 122 is a lecture-and-discussion course designed for a select group of students who would like to build upon a strong secondary-school preparation in chemistry and math. These two courses meet at the same time. CHEM 123 is the accompanying lab course, highly recommended for students in CHEM 121 and required for students in CHEM 122. First-year students enrolling in any introductory chemistry course must complete the chemistry readiness test and survey during orientation.

Students who have successfully completed either CHEM 121 or CHEM 122 can then choose a second-semester lecture-and-discussion course based on their particular interests. CHEM 124 continues the investigation of chemical principles as they apply to issues in biochemistry and molecular medicine, while CHEM 125 explores many of the same principles as they relate to nanoscience and materials chemistry. These two courses meet at the same time. CHEM 126 is the accompanying lab course.

Completion of a full-year sequence of introductory chemistry lecture and lab courses (1.5 units) is a prerequisite for enrolling in organic chemistry or any other advanced chemistry courses and will satisfy medical-school requirements for a course in general chemistry. Transfer students and those with Advanced Placement credit or exceptionally strong secondary-school preparation in chemistry may be invited by the department, after completing the chemistry readiness test and survey, to begin their studies in organic chemistry.

The department also offers several courses designed for students who are not planning to continue beyond one or two semesters of study. These "non-majors" courses, which are numbered below 120 and have no prerequisites, serve various purposes. CHEM 109 is a required core course for the concentration in neuroscience, and CHEM 108 or CHEM 110 is a required core course for the concentration in environmental studies. Students wanting to complete the College requirements for 1 unit in the natural sciences can take any two of these, and CHEM 108 satisfies the College quantitative reasoning (QR) requirement. Non-majors courses do not serve as a prerequisite for any higher-numbered courses in the department.

The Chemistry Curriculum

The chemistry curriculum begins with a series of courses covering introductory chemistry and organic chemistry in the first two years, then branches out to advanced topics in physical, inorganic, and analytical chemistry and biochemistry. Because of this vertical structure, we advise students to begin their study of chemistry as soon as possible in order to build upon their secondary-school preparation in math and science, the roots of college chemistry. Students who are considering a chemistry, biochemistry, or molecular biology major or who are planning to complete premedicine requirements should plan to take a full year of introductory lecture and lab courses (see below) in their first year.

The chemistry major is rounded out with an offering of courses and labs on the major subdisciplines of the field, along with seminar-style special topics courses. A capstone Chemistry Research Seminar for seniors in the fall semester guides students through a self-study of an individual research topic, and the Senior Exercise in the spring semester involves preparing and presenting a thirty-minute talk on two research papers on the senior research topic. Opportunities to work on independent research projects are available at all levels of the curriculum.

Chemistry majors are well prepared for professional employment or graduate study in chemistry, biochemistry, and related fields; the health sciences such as medicine, dentistry, and nursing; the veterinary sciences; secondary-school teaching; engineering; the environmental sciences; business and law; and public service. The major emphasizes the development of independent, critical thinking as well as problem-solving and communication skills. Our department is accredited by the American Chemical Society (ACS), and students may elect to receive a degree certified by the ACS (see below).

Numerous opportunities exist for students to participate in the life of the department through (1) undertaking research with faculty members, (2) participating in social and outreach activities, (3) advising the department in the hiring and evaluation of faculty members and other matters, and (4) working as stockroom assistants, laboratory proctors, paper graders, and tutors.

Requirements for the Major

The minimum requirement for a chemistry major is 6 units of credit in the department, including the following:

One year of introductory chemistry lecture with lab (1.5 units):
- CHEM 121 or 122, with CHEM 123
- CHEM 124 or 125, with CHEM 126

One semester of organic chemistry with lab (0.75 unit):
- CHEM 231 with Chem 233

Five advanced courses (2.5 units):
- CHEM 335
- CHEM 341
- CHEM 343
- An additional 1.0 unit from CHEM 232, 336, or 401

Four advanced labs (1.0 unit) from CHEM 234, 370, 371, 372, 373 and 374

- .5 unit of CHEM 375 may replace one advanced lab (.25 units)

CHEM 475 Chemistry Research Seminar (.25 units) and the Senior Exercise

In addition, a year of introductory physics lecture (PHYS 130, 135 or 140, 145) with lab (PHYS 141, 146), and Calculus B (MATH 112) are highly recommended. Those students planning to do graduate work in chemistry or related areas should take additional advanced courses in chemistry and the natural sciences division and partake in research opportunities during the school year and summer. For a degree to be certified by the American Chemical Society, a student must complete 1.5 units of introductory physics, the minimum chemistry major plus CHEM 256 and 1.0 unit of research in CHEM 375.

The chemistry and biology departments offer interdisciplinary majors in biochemistry and molecular biology. Refer to the biochemistry and molecular biology section in this catalog for descriptions and course requirements. We encourage students to take upper-level courses in departments affiliated with chemistry (biology, physics, mathematics, or psychology). With department approval, one of the required advanced labs can be replaced with 1.0 unit of selected 200- or 300-level coursework in another department.

Senior Exercise

The Senior Exercise in chemistry has two components, one written and one oral. At the end of the fall semester, students submit a review paper on an assigned topic. During the spring semester, senior chemistry majors must prepare and present a thirty-minute talk on two research papers relating to their senior research topic. See the department chair and Web site for more information.

Honors

Departmental honors in chemistry involve demonstrating excellence in both depth and breadth of the discipline, through accomplishments on a specific research project and achievement in studying the principal areas of chemistry knowledge. Students wishing to pursue senior honors research in chemistry should apply to the chemistry department chair no later than April 15 of their junior year. See the department chair and Web site for more information.

Chemistry Courses

CHEM 108 Solar Energy

Credit: 0.5 **QR**

The exigencies of peak oil, global warming, and unsustainable growth in energy consumption have sparked a quest for clean, abundant, renewable energy to replace fossil fuels. This course explores the chemistry of fossil fuels and potential solar-energy alternatives, ranging from biofuels to solar panels to hydrogen. Chemical principles such as reaction stoichiometry, molecular structure, thermochemistry, catalysis, energy quantization, and electrochemistry will be learned in the context of investigating solar radiation, greenhouse gases, photovoltaics, artificial photosynthesis, fuel cells, and the production and storage of hydrogen. This course is a required core course for the Environmental Studies Concentration. This course plus CHEM 109 or CHEM 110 fulfills the 1 unit natural science distribution requirement.

Instructor: Cummings

CHEM 109 Neurochemistry

Credit: 0.5

This course offers a description of the nervous system's structure and function in terms of molecular processes. Topics are developed through lectures, discussions and student presentations. The course begins with a brief introduction to general and organic chemistry, then continues with the following topics: neurocellular anatomy and the biochemistry of cell neurotransmitters and receptors, and the biochemistry of psychoactive drugs and neurological disorders. This course is a required core course for the Neuroscience Concentration, and with CHEM 108 or CHEM 110 fulfills the natural science distribution requirement. No prerequisites.

Instructor: Hemkin

CHEM 110 Environmental Chemistry

Credit: 0.5 **QR**

This course offers an introduction to the chemical basis of environmental issues and the environmental consequences of modern technology, with particular emphasis on air and water pollution. Topics include fossil fuels, nuclear power and solar energy, ozone depletion and the greenhouse effect, pollution and toxicology of heavy metals and pesticides, and environmental impact statements. These topics will be developed through lectures, discussions, and class demonstrations. This course is a required core course for the Environmental Studies Concentration, and with CHEM 108 or CHEM 109 fulfills the natural science distribution requirement. No prerequisites.

Instructor: Hemkin, Keller

CHEM 121 Introductory Chemistry

Credit: 0.5 **QR**

This course provides a thorough introduction to the fundamental concepts, theories, and methodologies of chemistry. Topics may include stoichiometry, theories of molecular structure and bonding, the periodic table, acid-base chemistry, chemical equilibria, and thermodynamics. This course provides a basis for the further study of chemistry. The format is lecture and discussion. Prerequisites: for first-year students, chemistry readiness test and survey; none for other students.

Instructor: Keller, Hemkin

CHEM 122 Honors Introductory Chemistry

Credit: 0.5 **QR**

This lecture-discussion course is designed to build upon your previous study of chemistry. Chemical stoichiometry, atomic theory, and principles of molecular structure and bonding are reviewed, and acid-base chemistry, chemical equilibria, and thermodynamics are covered in more depth. Additional advanced topics and applications are included. Prerequisites: chemistry readiness test and survey. The department will recommend placement into this course, which is open only to first-year students. (All other students begin with CHEM 121.) Corequisite: CHEM 123.

Instructor: Garcia, Cummings

CHEM 123 Introductory Chemistry Lab I

Credit: 0.25 **QR**

This laboratory course accompanies CHEM 121 and 122 with an introduction to modern experimental chemistry. Laboratory experiments explore inorganic synthesis, molecular structure and properties, and spectroscopy, with an emphasis on laboratory safety, computerized data acquisition and analysis, and the theory of analytical instru-

mentation. The laboratory work is organized around individual and team projects. Communication skills are developed through proper use of a laboratory notebook. One three-hour laboratory is held per week. Corequisite: CHEM 121 or 122. Juniors and seniors may enroll with permission of department chair.

CHEM 124 Biophysical and Medicinal Chemistry

Credit: 0.5 **QR**

This lecture-discussion course is one of two paths to continue the introductory chemistry sequence started in CHEM 121 or 122. Chemical principles of molecular structure and bonding, reactivity, electrochemistry, kinetics, and intermolecular forces will be explored in the context of biomolecules and molecular approaches to medicine. Prerequisite: CHEM 121 or 122.

Instructor: Hemkin, J.Hofferberth

CHEM 125 Nanoscience and Materials Chemistry

Credit: 0.5 **QR**

This lecture-discussion course is one of two paths to continue the introductory chemistry sequence started in CHEM 121 or 122. Chemical principles of molecular structure and bonding, reactivity, electrochemistry, kinetics, and intermolecular forces will be explored in the context of nanoscience and materials chemistry. Prerequisite: CHEM 121 or 122.

Instructor: Cummings, Garcia

CHEM 126 Introductory Chemistry Lab II

Credit: 0.25 **QR**

Biophysical and Medicinal Chemistry Lab sections 01, 02, 03 This lab is an experimental course to accompany CHEM 124. One three-hour laboratory session will be held per week. Juniors and seniors may enroll with permission of department chair. Prerequisite: CHEM 123. Corequisite: CHEM 124 or 125. Nanoscience Lab section 04 This lab is an experimental course to accompany CHEM 125. One three-hour laboratory session will be held per week. Laboratory esperiments involve the synthesis of functional materials, the analysis of their properties, and the assembly of materials into useful working devices. Specific activities may include: solar cells, nanocrystalline materials, quantum data, and excited state kinetics. Juniors and seniors may enroll with permission of department chair. Prerequisite: CHEM 123. Corequisite: CHEM 124 or 125.

CHEM 231 Organic Chemistry I

Credit: 0.5

This lecture course offers a study of the chemical and physical properties of organic compounds. Theoretical principles are developed with particular emphasis on molecular structure and reaction mechanisms. The descriptive aspects of organic chemistry include strategies for synthesis and the study of compounds of biochemical interest. Prerequisites: CHEM 126, or permission of department chair. Also requires a grade of C+ or higher in CHEM 121 or CHEM 122.

CHEM 232 Organic Chemistry II

Credit: 0.5

This course is a continuation of CHEM 231. This lecture course offers a study of the chemical and physical properties of organic compounds. Theoretical principles are developed with particular emphasis on molecular structure and reaction mechanisms. The descriptive aspects of organic chemistry include strategies for synthesis and the study of compounds of biochemical interest. Prerequisite: CHEM 231.

CHEM 233 Organic Chemistry Lab I

Credit: 0.25 **QR**

This laboratory course introduces fundamental methods of purification such as extraction, distillation, recrystallization, and column chromatography. Experiments include the isolation of a natural product, oxidation and reduction reactions, and an examination of E1 and E2 reactions. Compounds are identified and assessed for purity by melting point determination, refractometry, gas chromatography, infrared spectroscopy, and proton nuclear magnetic resonance. Corequisite: CHEM 231.

CHEM 234 Organic Chemistry Lab II

Credit: 0.25 **QR**

This laboratory course focuses on the chemistry of dienes, carbonyl compounds, and aromatic compounds. New techniques and instrumentation include thin-layer chromatography, Fourier transform nuclear magnetic resonance spectroscopy, and 13C magnetic resonance. The focus of the semester is a seven-step convergent synthesis to be conducted in a research-like manner. Prerequisite: CHEM 233 and corequisite CHEM 232.

CHEM 256 Biochemistry

Credit: 0.5

This course is a study of the structure and function of biologically important compounds. Topics include proteins, enzymes, intermediary metabolism, and electron transport with emphasis on thermodynamic and kinetic analysis of biochemical systems. Prerequisite or corequisite: CHEM 232.

Instructor: J. Hofferberth, Rouhier

CHEM 335 Chemical Kinetics and Thermodynamics

Credit: 0.5 **QR**

This course presents a study of chemical kinetics and chemical thermodynamics. Specific topics include rate laws and reaction mechanisms, reaction-rate theories, the laws of thermodynamics, thermochemistry, properties of solutions, and equilibrium. Applications will be drawn from organic, and inorganic chemistry, as well as biochemistry. Prerequisites: CHEM 126. MATH 112 is highly recommended.

Instructor: Garcia, Keller

CHEM 336 Quantum Chemistry

Credit: 0.5 **QR**

This course presents a study of quantum mechanics as applied to chemistry. Specific topics include general quantum theory; the time-independent Schrodinger equation applied to electronic, vibrational, and rotational energy states; valence bond and molecular orbital theory; and molecular symmetry. This course is offered every other year. Prerequisites: CHEM 126. Corequisite: one year of physics. MATH 112 is highly recommended.

Instructor: Keller

CHEM 341 Instrumental Analysis

Credit: 0.5 **QR**

Is your water safe? How do you know what compounds are in your water, food, body, and local environment? How do you measure and quantify these compounds? How do you convince yourself that your measurements are valid or invalid? CHEM 341 is a hybrid lecture/laboratory course on the theory and practice of quantitative chemical analysis. Students will apply fundamental principles of measurement, instrument design, and data analysis to instrumental methods. After

applying these principles to a sequence of laboratory experiments, students will then develop and evaluate their own instrumental methods. Topics include spectroscopic, electrochemical, and chromatographic methods. According to student interest, additional topics may include environmental analysis, biochemical assays, food quality, and consumer safety. Prerequisite: four semesters of CHEM lab or permission of the instructor.

Instructor: Garcia, Getzler, Keller

CHEM 343 Inorganic Chemistry

Credit: 0.5

This course provides a foundation in the principles of structure, bonding, and reactivity in inorganic compounds and materials. A special emphasis is placed on the physical properties (electronic, optical, and mechanical) that make these materials useful in functional devices and biological systems. The exact selection of topics is driven by student interest, and is likely to include semiconductor device physics, photonic devices, and molecular orbitals. This course is offered every other year. Prerequisite: CHEM 126 or permission of the instructor.

Instructor: Cummings, Garcia

CHEM 370 Advanced Lab: Computational Chemistry

Credit: 0.25

This advanced laboratory course focuses on using computational methods to understand chemistry and biochemistry. Part of the course will concentrate on using these methods to understand and visualize molecular structure, and part of the course will concentrate on using numerical methods to understand the kinetics and mechanisms associated with reaction systems. Computational work will involve both short experiments done individually and a larger research project that will be conducted in conjunction with classmates. This course meets for one three-hour laboratory period per week. Prerequisite or corequisite: CHEM 335 or permission of the instructor.

Instructor: Hemkin

CHEM 371 Advanced Lab: Biochemistry

Credit: 0.25

This course is an introduction to fundamental laboratory technicques in biochemistry. The focus of the course is the isolation, purification, characterization and detailed kinetic analysis of alkaline phosphatase from E. coli. This course meets for one three-hour laboratory period per week. Prerequisite or corequisite: CHEM 256.

Instructor: J. Hofferberth, Rouhier

CHEM 372 Advanced Lab: Inorganic

Credit: 0.25

In this laboratory course, students will engage in projects that integrate inorganic synthesis, analytical instrumentation, and physical measurement, focusing on coordination complexes. The course meets for one three-hour laboratory period per week. Prerequisite: CHEM 234 or permission of instructor.

Instructor: Cummings

CHEM 373 Advanced Lab: Organic

Credit: 0.25

In this laboratory course, students will engage in multiweek, multistep projects that integrate both modern organic synthesis and advanced high-field nuclear magnetic resonance techniques. This course meets for one three-hour laboratory period per week. Prerequisite: CHEM 234.

Instructor: Getzler

CHEM 374 Advanced Lab: Spectroscopy

Credit: 0.25

This advanced laboratory course focuses on spectroscopy instrumentation and data analysis. UV-vis, fluorescence, and laser spectroscopies are used to solve research questions involving kinetics, thermodynamics, and molecular structure. Experiments are intended to complement course work in Instrumental Analysis (CHEM 341), Chemical Kinetics and Thermodynamics (CHEM 335), and Quantum Chemistry (CHEM 336), but these courses may be taken in any order. This course meets for one three-hour laboratory period per week. Prerequisite: CHEM 126.

Instructor: Keller

CHEM 375 Chemical Research

Credit: 0.25-0.5

Section 01 (.25 unit) Students engage in independent research under the direction of a faculty mentor. The time requirement is at least three hours in lab per week. Students will learn to search the literature and give professional presentations. This course also provides an introduction to scientific writing. More details can be obtained from the department chair. Prerequisite: permission of the instructor. Section 02 (.5 unit). This section is a prerequisite to Chemistry 497-498 (Senior Honors). The time commitment is six to eight hours per week in lab. Students will learn to search the literature and give professional scientific presentations as well as to write scientifically. More details can be obtained from the department chair. Prerequisite: permission of instructor.

CHEM 401 Chemistry and Biochemistry Seminar

Credit: 0.5

Selected topics in advanced chemistry and biochemistry are explored with an emphasis on reading and discussing current scientific research and literature. Prerequisite: CHEM 234 or permission of the instructor unless otherwise indicated.

Biophysical Chemistry Seminar Section 01

This seminar focuses on understanding some of the thermodynamics associated with bio-macromolecules like proteins and DNA. We may examine transport processes, the thermodynamics that characterize the intra- and intermolecular interactions, and some of the statistical models that are used to understand folding and structural transitions. (Instructor: Hemkin)

Advanced Organic Chemistry Seminar Section 02

Selected topics in organic chemistry are covered with an emphasis on advanced spectral methods of identifying organic compounds and modern methods of organic synthesis. (Instructors: Getzler, J. Hofferbeth)

Art and Chemistry Seminar Section 03

This seminar focuses on understanding some of the relationships between art and chemistry, for example, the chemical basis of pigmentation and the use of chemical techniques to identify works from unknown origins. (Instructor: Hemkin)

Chemical Biology Seminar Section 04

Chemical biology is a scientific discipline at the interface of chemistry and biology. This seminar explores the applications of chemical techniques to manipulate and investigate biological systems. Using resources including current literature, this course covers the chemical

techniques used to understand and treat diseases such as cancer and viral, microbial, and neurodegenerative diseases. (Instructor: Hunsen)

Hydrogen Energy Systems Seminar Section 05
In the search for abundant, renewable, and carbon-free energy sources, scientists are on a quest to develop inexpensive and renewable methods to produce, store, and use hydrogen fuel. This seminar explores various aspects of hydrogen energy systems, including: the development of a "hydrogen economy" infrastructure; hydrogen production from fossil fuel reforming and from water splitting; solid-state storage materials; hydrogen fuel cell operation and design; and advanced research directions in hydrogen energy. (Instructor: Cummings)

Enzyme Mechanism Seminar Section 06
Over the past two decades, our collective knowledge base in chemical biology has exploded. One powerful approach to organizing this enormous body of information is to recognize that nature is bound by the same principles that govern chemistry. Students will explore the mechanistic logic behind biological pathways and examine the technical aspects of how reasonable enzyme mechanisms are determined. (Instructor: J. Hofferberth)

Emerging Techniques in Biological Chemistry Section 07
Recent advances in biotechnology have had a huge impact on the ability to detect and analyze micro- and nano-size biomolecules with greater accuracy. This literature-based course will look at several emerging techniques and instrumentation that are being used to advance research in topics such as protein dynamics, single molecule detection, and metabolic engineering in areas that range from neuroscience to biofuels. (Instructor: Rouhier)

CHEM 475 Chemistry Research Seminar

Credit: 0.25

This is a required course for all chemistry majors, including those involved in independent research. The course covers topics relating to chemistry research. Weekly meetings will involve (1) searching chemistry literature, (2) analyzing primary research articles, and (3) discussing ethics, trends, funding, and other issues relating to chemistry research. During the semester, students will give written and oral presentations of primary research articles. Prerequisite: senior standing.

Instructor: Cummings, Hemkin

CHEM 493 Individual Study

Credit: 0.25-0.5

Individual study in chemistry is intended to supplement, not take the place of, coursework. For that reason, such study cannot normally be used to fulfill requirements for the major. Typically, an individual study will count as .25 unit of credit, yet it may be designated .5 unit in special cases. To enroll in an individual study, a student must identify a member of the Chemistry Department willing to direct the project and obtain the approval of the department chair. At a minimum, the department expects a student to meet regularly with his or her instructor for at least one hour per week.

CHEM 497 Senior Honors

Credit: 0.5

The emphasis is on independent research in collaboration with a faculty mentor, culminating with a thesis that is defended orally to an outside examiner. Prerequisites: GPA of at least 3.2, enrollment in Section 02 of CHEM 375 or CHEM 376, and permission of department chair. See department chair or Web site for full description.

CHEM 498 Senior Honors

Credit: 0.5

See course description for CHEM 497.

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 the 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. Learning Latin or Greek is one of the best ways to learn English grammar. In addition, Greek and Latin are valuable for the study of linguistics and of other foreign languages, particularly the Romance languages, German, and Sanskrit. Coursework in classical civilization and Greek and Latin enhances understanding of subjects as diverse as art history, drama, history, philosophy, 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.

Besides Latin and Greek, Sanskrit may usually be studied.

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.

New Students

First-year students or students new to classics are particularly 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 have to do with ancient history, literature, myth, or archaeology. 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.

New students are also 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. We offer 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 our 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.

Kenyon's Language Requirement

A year of study at Kenyon in either Latin or Greek satisfies Kenyon's language requirement. To satisfy the language requirement through previous study in Latin, a student needs a score of 4 or 5 on either Latin Advanced Placement exam, or a passing grade on the department's proficiency test. The proficiency test is given during the Orientation Program as well as on the Wednesday of the ninth full week of classes each semester. The examination tests the student on the equivalent of a year of Latin at Kenyon. To satisfy the language requirement through previous study in Ancient Greek, a student needs to achieve a passing grade in an examination set by the department during Orientation, but only by arrangement between the student and the department. The examination tests the student on the equivalent of a year of Greek at Kenyon.

Requirements for the Major

Students majoring in classics may choose any one of the four forms of the major: (1) Latin and Greek, (2) Latin, (3) Greek, (4) Classical Civilization. A Senior Exercise and the Senior Seminar, CLAS 471, are required of all majors.

Students who intend to continue the study of the classics in graduate school are advised to choose the Latin and Greek form of the major and to develop a reading ability in both French and German.

Students who study abroad (in Greece, Italy, or elsewhere) may receive collegiate credit for the work completed successfully there, but each student should ascertain from the department in advance how work done abroad will be credited to the departmental requirements for the major. Time spent away from Kenyon, as well as other circumstances, may render it impossible for a student to proceed with his or her language study according to the established sequence: LATN 101Y-102Y or GREK 111Y-112Y, respectively, followed by one odd-numbered and one even-numbered course on the 200 level, followed by as many courses as possible on the 300 level. To take courses out of sequence, a student must solicit in advance the department's approval for the necessary deviation by means of a brief e-mail message addressed to all classics faculty members currently on campus. Students wishing to substitute a different course for any of the courses required for their type of the major or minor should follow the same procedure.

We encourage all majors and minors to take as many as possible of these six survey courses: CLAS 101: Greek Literature; CLAS 102: Latin Literature; CLAS 111: Greek History; CLAS 112: Roman History; CLAS 121: Greek Archaeology; and CLAS 122: Roman Archaeology. We expect to offer at least two of these courses every year.

Latin and Greek
(6 units minimum)
- 5 units of Latin and Ancient Greek, with at least 1 unit in each
- CLAS 101: Greek Literature or CLAS 102: Latin Literature or CLAS 111: Greek History or CLAS 112: Roman History or CLAS 121: Greek Archaeology or CLAS 122: Roman Archaeology
- CLAS 471: Senior Seminar

Greek
(5 units minimum)
- 3 units of Ancient Greek
- Two courses chosen from among our six surveys representing two different disciplines:
  CLAS 101: Greek Literature or CLAS 102: Latin Literature
  CLAS 111: Greek History or CLAS 112: Roman History
  CLAS 121: Greek Archaeology or CLAS 122: Roman Archaeology
- CLAS 471: Senior Seminar
- .5 unit of CLAS or GREK or LATN or Sanskrit or any approved cognate course taught in another department

The Greek major must include at least one CLAS course concentrating on Greece, usually CLAS 101, CLAS 111, or CLAS 121.

Latin
(5 units minimum)
- 3 units of Latin
- Two courses chosen from among our six surveys representing two different disciplines:
  CLAS 101: Greek Literature or CLAS 102: Latin Literature
  CLAS 111: Greek History or CLAS 112: Roman History
  CLAS 121: Greek Archaeology or CLAS 122: Roman Archaeology
- CLAS 471: Senior Seminar
- .5 unit of CLAS or GREK or LATN or Sanskrit or any approved cognate course taught in another department

The Latin major must include at least one course in CLAS concentrating on Rome, usually CLAS 102, CLAS 112, or CLAS 122.

Classical Civilization
(5 units minimum)
- 2 units of either Ancient Greek or Latin
- Three courses (1.5 units) chosen from among CLAS 101: Greek Literature; CLAS 102: Latin Literature; CLAS 111: Greek History; CLAS 112: Roman History; CLAS 121: Greek Archaeology; and CLAS 122: Roman Archaeology. (With permission of the department, a student may substitute another course in the department for one of these courses.)
- CLAS 471: Senior Seminar
- Two courses (1 unit) from CLAS or LATN or GREK or Sanskrit or any approved cognate courses taught in other departments.

Senior Exercise
To fulfill the Senior Exercise, each major must pass the appropriate sight examinations and the Senior Seminar. For detailed information about the Senior Exercise, please see www.kenyon.edu/x4941.xml.

Honors
Honors in classics involves a substantial senior thesis in the area of Greek, Latin, ancient history, or archaeology. The thesis is written in the senior year under the direction of an advisor, as an independent study. All honors students must take the Senior Seminar, unless they are double majors.

Students interested in pursuing honors are responsible for developing a concrete research plan that has the approval of their prospective advisors before the last day of classes during their junior year.

Requirements for the Minor
Students minoring in classics may choose any of the three forms of the minor: (1) minor with language emphasis, (2) minor with civilization emphasis, (3) minor with language and civilization emphasis. While the Senior Seminar, CLAS 471, is required of all minors, minors do NOT have to take the translation exams that constitute part of the Senior Exercise.

Classics Minor with Language Emphasis
(3 units minimum)
- 2.5 units of Ancient Greek, or 2 units of Latin, or 2 units of Latin and Greek courses (including, in all three cases, 1 unit of courses at the intermediate and/or advanced level)
- CLAS 471: Senior Seminar
- If necessary to complete 3 units, another course in CLAS or LATN or GREK or Sanskrit

Classics Minor with Civilization Emphasis
(3 units minimum)

- Three courses (1.5 units) chosen from among CLAS 101: Greek Literature; CLAS 102: Latin Literature; CLAS 111: Greek History; CLAS 112: Roman History; CLAS 121: Greek Archaeology; and CLAS 122: Roman Archaeology. (With permission of the department, a student may substitute another course in the department for one of these courses.)
- Two courses (1 unit) from CLAS or LATN or GREK or Sanskrit or any approved cognate courses taught in another department
- CLAS 471: Senior Seminar

Classics Minor with Language and Civilization Emphasis
(3 units minimum)

- 1 unit of Ancient Greek and/or Latin
- CLAS 471: Senior Seminar
- Two courses chosen from among our six surveys representing two different disciplines:
  CLAS 101: Greek Literature or CLAS 102: Latin Literature
  CLAS 111: Greek History or CLAS 112: Roman History
  CLAS 121: Greek Archaeology or CLAS 122: Roman Archaeology
- .5 unit from CLAS, LATN, GREK, Sanskrit, or any approved cognate course taught in another department

Cognate Courses
Several of the forms of the classics major and minor allow .5 unit or 1 unit of cognate courses taught in other departments to be used to meet requirements. These courses include, but are not limited to, the following:

ARHS 110: Survey of Art, Part I
ARHS 220: Greek Art
ARHS 221: Roman Art
DRAM 251: Classical Theater

HIST 437: Late Antiquity
IPHS 113Y-114Y: Odyssey of the West (.5 unit)
PHIL 200: Ancient Philosophy
PHIL 203: Hellenistic and Roman Philosophy
PHIL 353: Aristotle
PSCI 220: The Classical Quest for Justice
PSCI 421: Socrates Seminar
PSCI 422: Thucydides: War and Philosophy
RLST 225: The New Testament

To determine whether a particular course not on this list may be counted as a cognate course for a major or minor, the student should send a brief e-mail inquiry to all classics faculty members currently on campus.

Classics Courses

CLAS 101 Greek Literature

Credit: 0.5

This course is a survey of masterpieces of Greek literature set in historical context, from the Trojan War through the Hellenistic period. Readings will include Homer's Iliad and Odyssey, the poetry of Sappho, plays by Aeschylus, Sophocles, Euripides, and Aristophanes, and works by other authors. Particularly appropriate for first-year students, but available to all students, the course is a foundation for the classics major and minor. No prerequisites. Offered every other year.

Instructor: Hahnemann

CLAS 102 Latin Literature

Credit: 0.5

This course is an introduction to some of the great works of Latin literature, from the comedies of Plautus to the histories of Livy, Caesar, and Tacitus; from the speeches of Cicero to the poetry of Catullus, Horace, Ovid, and of course, Vergil. Through our reading, we will work toward a better understanding of the texts themselves, the people and the culture that produced them, and the meaning and sometimes shocking relevance they hold for us today. We will discuss the themes within these works that are still important in our own society: How can war be justified? Why doesn't (s)he love me? What happens when we die? There's a reason that these texts are called classics: they have stood the test of time because they are, indeed, timeless. They do what all good literature does: they force us not only to think about the culture that produced them but also to think about ourselves. No prerequisites. Offered every other year.

CLAS 111 Greek History

Credit: 0.5

This course surveys the history of ancient Greece from its occluded origins in the pre-Homeric past to the widespread diffusion of Hellenic culture that accompanied the conquests of Alexander the Great. At the heart of the course will be a careful study of the emergence and development of the Greek city-state in its various incarnations. The course will provide a solid grounding in political history but will also explore aspects of the cultural milieu—for example, religion, sexual mores, and the economy—that fostered some of the greatest literary and artistic works produced by Western civilization. We will read from the celebrated Greek historians Herodotus and Thucydides, as well as from a variety of other sources, ranging from the familiar (e.g., Homer) to the recondite (e.g., Alcman). The course will combine lecture and discussion. No prerequisites. Offered every other year.

Instructor: Serfass

CLAS 112 Roman History

Credit: 0.5

This course surveys the history of the ancient Romans from their early years as a negligible tribe in central Italy, to their emergence as the supreme power in the Mediterranean, and, finally, to the eve of their displacement as rulers of the greatest empire in antiquity. The course combines a chronological account of the Romans' remarkable political history with an examination of Roman society, including subjects such as gender, demography, and slavery. We will read from a variety of ancient sources, including the historians Polybius, Livy, and Tacitus and the poets Horace and Vergil. We will also mine the evidence offered by coins, inscriptions, papyri, and even graffiti, which provide invaluable insight into the realia of daily life. The course will combine lecture and discussion. No prerequisites. Offered every other year.

Instructor: Serfass

CLAS 121 Greek Archaeology

Credit: 0.5

This course introduces the techniques and methods of classical archaeology as revealed through an examination of Greek material culture. Emphasis will be placed on the major monuments and artifacts of the Greek world from the Bronze Age through the Hellenistic period. Along with sculpture, architecture, and painting, we will examine coinage, epigraphy, and other material remains that reveal aspects of life in ancient Greece. The course will be based on slide lectures with assigned readings to supplement the images seen and discussed in class. No prerequisites. Offered every other year.

Instructor: Kontes

CLAS 122 Roman Archaeology

Credit: 0.5

This course offers an introduction to the artistic, architectural, and archaeological remains of ancient Italy and the Roman Empire from c. 900 BCE to 330 CE. We will study Roman material culture from its early beginnings under Etruscan influence through the era of the Roman republic, the imperial period, the rise of Christianity, and the dissolution of the empire. We will examine architecture, sculpture, pottery, and numismatics in their social and political contexts, with the goal of understanding all aspects of Roman society and those under Roman rule. No prerequisites. Offered every other year.

Instructor: Kontes

CLAS 130 Classical Mythology

Credit: 0.5

It is impossible to understand the literatures of the West without some knowledge of classical mythology. Not only are some myths wildly entertaining, they permeate popular imagination and life to this day. This course focuses on the evidence from ancient Greece and Rome but may also include material from other traditions. Class discussion will explore some of the overarching themes contained within the myths themselves and also how these stories have influenced modern culture through literature and art. At the same time, students will have a chance to observe how the treatment of different myths changes from author to author, thus revealing what issues were important to the people who told them. No prerequisites. Offered every year.

CLAS 202 Sophocles

Credit: 0.5

The life of Sophocles coincides very nearly with the rise and fall of the Athenian Empire: he was a boy when Athens led Greece to victory over Persia, and he died just before Athens in turn was devastated. In

the intervening ninety years, he played a prominent role both in the military and in the cultic life of his city. Most importantly, though, he wrote and produced more than one hundred plays, only seven of which survive intact, while we have some scraps of the others. In this course we will take the time to read through (almost) the complete works of Sophocles twice, exploring such pervasive themes as the justice of the universe, the social institution of the family, and the (im) possibility of human heroism. Thus our seminar will take us through fifth-century Athens into the mythical world of Oedipus, Antigone, Heracles, and many others. No prerequisites. Offered occasionally.

Instructor: Hahnemann

CLAS 208 Homer, Vergil, and the Ancient Epic

Credit: 0.5

This course will examine in depth the three greatest works in the loftiest genre of ancient Greek and Roman poetry: Homer's Iliad and Odyssey and Vergil's Aeneid. The aim will be to achieve a thorough appreciation of the poetic technique of Homer and Vergil and the literary qualities that so profoundly influenced other ancient poets and later Western literatures. Because these works stand at the head of European literature, study of them will also provide the opportunity to consider fundamental questions about the nature and purpose of literature. To help put these masterpieces into the broader context of ancient epic poetry and sense something of their influence, we will read selections from the versions of the story of Jason and the Argonauts composed by the Greek poet Apollonius Rhodius and the Roman Valerius Flaccus, the latter in a new verse translation by the instructor of the course. No prerequisites. Offered occasionally.

Instructor: Barich

CLAS 221 Topography and Monuments of Athens

Credit: 0.5

The ancient city-state of Athens is renowned for its achievements in artchitecture, art, politics, literature, philosophy, and drama. In this course we will study the development of Athens from the Bronze Age to the Roman period in order to understand the context of these accomplishments. Our examination of Athenian topography and monuments will include the geography of the city and its natural resources, the architectural plan of the city as it develops over time, and the functions of different areas of the city, such as sanctuaries, cemeteries, and private dwellings. This study of the archaeological record, along with ancient texts, will reveal many aspects of Athenian society, including religion, economy, government, and social stratification.

Instructor: Kontes

CLAS 222 Art and Archaeology of Ancient Sicily

Credit: 0.5

In this course we will explore the archaeology of Sicily and neighboring islands from the Neolithic period through Roman times. Sicily's location in the central Mediterranean allowed for significant contact and interaction among various peoples throughout its history, which makes for fascinating and widely varied material remains. We will discuss the native cultures, evidence of trade with the Mycenaeans, Phoenician settlements, Greek colonies and cities, and Roman occupation. We will examine architecture, sculpture, pottery, and numismatics in their social and political contexts, with the goal of understanding how local and foreign cultures influenced one another and how this is reflected in the archaeological record. No prerequisites. Offered occasionally.

Instructor: Kontes

CLAS 230 Greek and Roman Religion

Credit: 0.5

The Romans ruled an empire of remarkable religious diversity, whose population embraced a variety of polytheistic, Jewish, and Christian practices and beliefs. Combining lecture and discussion, this course will examine these three religious traditions in the cultural and historical context of the Roman empire, from the first century BCE through the fifth century CE. Recurrent issues in our examination will include religion and the state; "licit" and "illicit" religions; the architectural context of religious practice (e.g., temples, churches); proselytism and religious conflict; the relationship between ritual and belief; and, finally, the problems encountered in studying ancient religion from a contemporary perspective. Although some secondary scholarship will be read, most readings will be taken directly from ancient sources in translation. Students will have the opportunity, therefore, to read, discuss, and write about texts seminal to Western religious thought. No prerequisites. Offered occasionally.

Instructor: Serfass

CLAS 240 Women and Men in Antiquity

Credit: 0.5

This course considers the lives of women and men in the Greco-Roman world as they were shaped and determined by their sex. We will deal with such topics as the historical position of men and women, their leisure activities, their sexuality, and their treatment according to their sex in poetry, art, drama, medical treatises, and oratory. The sexes will be studied both individually and in relation to each other. We will analyze behavior patterns and expectations, mythical and historical role models and ideals, psychological tensions, and philosophical speculations. Most of the reading for the course will be from ancient sources, with some study of the growing modern scholarship on women's history and men's sexuality. No prerequisites. Offered occasionally.

CLAS 255 Rhetoric in Antiquity

Credit: 0.5

Training in rhetoric—the art of public speaking—was a cornerstone of education in antiquity. The techniques developed in Greece and Rome for composing and analyzing speeches remain invaluable today, but the formal study of these techniques has all but disappeared from undergraduate curricula. This course seeks to fight this trend. In the opening weeks, we will read ancient handbooks on rhetoric, which anatomize the strategies and tropes available to the public speaker, and will engage in classroom exercises in speechmaking developed millennia ago. We will then examine the crucial role that rhetoric played in three venues: the assembly of democratic Athens, the criminal courts of republican Rome, and the cathedrals of Christian bishops in late antiquity. We will read and analyze extant speeches delivered in these three venues, by figures such as Pericles, Cicero, and John Chrysostom, as well as comparable speeches delivered by more contemporary figures such as Churchill, Lincoln, and Martin Luther King Jr. It is hoped that the academic study of ancient rhetoric will aid students in developing their own skills as public speakers. No prerequisites. Offered occasionally.

Instructor: Serfass

CLAS 393 Individual Study

Credit: 0.5

Individual study in classics allows students to explore aspects of the field not covered, or minimally covered, in the curriculum. To be

eligible for an individual study in GREK or LATN, a student must also concurrently enroll in the appropriate intermediate or advanced language course offered during the semester in which the individual study is to take place. If this is impossible, the student must petition for an exemption. To be eligible for an individual study in CLAS, a student must have completed two courses germane to the study?s topic. One of these must be the core course in translation that provides the essential background for the project. The student should present his or her case for the approval of the second course in the proposal to the department. To enroll in individual study, a student must meet with an appropriate faculty member and, if the professor is willing to supervise the project, submit a proposal by e-mail to all members of the department then on campus. Departmental approval is required. The student should take the initiative in designing the course and, with the supervisor, develop a syllabus. It is expected that the student and instructor meet at least one hour each week. For an individual study worth .5 unit, the typical value, the work load must be equivalent, at minimum, to that encountered in an intermediate or advanced language course or one of the core courses in translation. For individual studies worth .25 unit, the work should be approximately half that encountered in the courses just described.

CLAS 471 Senior Seminar in Classics

Credit: 0.5

In this capstone course, the content of which will change on a regular basis, students will study closely a particular topic in classics that benefits from an investigation based on a wide range of approaches (e.g., literary, historical, archaeological). The course seeks to further students' skills in written and verbal communication: each student will write a major research paper on a subject related to the topic of the seminar and will outline the results of his or her inquiry in an oral presentation. This course is required of and restricted to classics majors and minors in their senior year. Offered every year.

CLAS 497Y Senior Honors

Credit: 0.5

This course offers independent study for senior candidates for honors. Prerequisite: permission of instructor and department chair.

CLAS 498Y Senior Honors

Credit: 0.5

See the course description for CLAS 497Y.

Some recently offered special topics include:

Spectacle in the Ancient World
Greek and Roman Drama
Science Fiction and the Classics

Greek Courses

GREK 101Y Elementary Greek

Credit: 0.5

See the course description for GREK 111Y. Either GREK 101Y-102Y or GREK 111Y-112Y is offered every year.

GREK 102Y Elementary Greek

Credit: 0.5

See the course description for GREK 111Y.

GREK 111Y Intensive Elementary Greek

Credit: 0.75

This year-long course prepares students to read Ancient Greek literature in the original. The first semester and the first half of the second semester will be taken up with readings and exercises from a textbook designed to help students build a working vocabulary and to learn the extensive and subtle grammar of this language. In addition, every Tuesday and Thursday students will translate a short piece of authentic Greek, appreciating its artistry and situating it in its cultural context. After spring break, the hard work of the preceding months will be rewarded by the ability to read Plato's dialogue Crito in its entirety. The course is taught in English and does not presuppose any knowledge either of Ancient Greek or of grammatical terminology. No prerequisites. Either GREK 101Y-102Y or GREK 111Y-112Y is offered every year.

Instructor: Hahnemann

GREK 112Y Intensive Elementary Greek

Credit: 0.75

See the course description for GREK 111Y.

Instructor: Hahnemann

GREK 201 Intermediate Greek: Prose

Credit: 0.5

The goal of this course is to cultivate students' skills as readers of continuous Greek prose. To this end, students will expand their vocabulary as well as review and refine their understanding of the syntax of Ancient Greek. Upon completing this course, students will read Greek prose with greater precision, nuance, and speed. Authors read with some regularity in this course include Herodotus and Lysias; however, the particular text or texts will vary from year to year and may be complemented with a portion of a tragedy or comedy. Offered every fall.

GREK 202 Intermediate Greek: Homer

Credit: 0.5

It is a great pleasure to read Homer in Greek, and this course seeks to help students do so with accuracy and insight. Students will acquire a working knowledge of Homer's vocabulary and syntax, and will explore some of the key literary and historical questions that have occupied his readers. Offered every spring.

GREK 301 Advanced Greek

Credit: 0.5

In Advanced Greek, students improve their skills in reading Greek and discuss scholarship on the author or authors being read that semester. Each semester the readings change, so that GREK 301 and 302 can be taken, to the student's advantage, several times. Students are encouraged to inform the instructor in advance if there is a particular genre, author, or theme they would especially like to study. The list of authors taught in this course includes, to name just a few, the lyric poets; the playwrights Aeschylus, Sophocles, Euripides, and Aristophanes; and great prose stylists such as Plato and Thucydides. Offered every fall.

GREK 302 Advanced Greek

Credit: 0.5

See the course description for GREK 301. Offered every spring.

GREK 393 Individual Study
Credit: 0.25-0.5
See the description for CLAS 393.

GREK 497Y Senior Honors
Credit: 0.5
This course offers independent study in Greek for senior candidates for honors. Prerequisite: permission of instructor and department chair.

GREK 498Y Senior Honors
Credit: 0.5
See the course description for GREK 497Y. Prerequisite: permission of instructor.

Latin Courses

LATN 101Y Elementary Latin
Credit: 0.5
Knowledge of Latin opens the door to direct engagement with some of the greatest and most influential writings in Western culture without the obscuring filter of translation. The study of Latin also enhances students' ability to think analytically and to use the English language with greater understanding and sophistication. The benefit of these skills extends far beyond the study of Latin to all areas of life that demand critical thinking or effective oral and written communication. The aim of this year-long course is twofold: (1) to give students a thorough knowledge of the grammar and vocabulary employed by Roman writers of the second century BCE through the second century CE, and (2) to have students read increasingly unadapted passages from those writers. After completing this course, students will be prepared to read with good comprehension the works of great Roman writers such as Cicero and Vergil. Faithful attendance and timely completion of all work are essential to success in this course. There will be daily assignments to prepare and frequent written homework, including translations from English to Latin. Classroom work will focus on understanding and practicing the grammar and on reading Latin. Students will also be introduced to the literary and cultural context of the readings. Progress will be assessed by regular tests and frequent quizzes. There will also be a three-hour final examination in May. This course presumes no prior study of Latin and has no prerequisites. Offered every year.
Instructor: Barich, Kontes

LATN 102Y Elementary Latin
Credit: 0.5
See the course description for LATN 101Y. Offered every year,

LATN 111Y Intensive Elementary Latin
Credit: 0.75
This course will meet five times a week, as opposed to three times a week, and is constructed with the following students in mind: those who (1) are working toward a classics major or minor, (2) are considering a classics major or minor, (3) are serious about continuing to read Latin in some other capacity after completing the beginning grammar course (for example, students considering further degrees in the fields of English, medieval studies, or linguistics), or (4) have had previous experience in Latin, although previous knowledge of the language is not required. This course will prepare students for reading actual Latin texts by gradually introducing increasingly longer passages of Latin to translate. For the last few weeks of the course students will read unadapted passages from Caesar's Gallic War Commentary and selections from the letters of Pliny the Younger and the poems of Catullus. Offered occasionally.
Instructor: Scaife

LATN 112Y Intensive Elementary Latin
Credit: 0.75
See the course description for LATN 111Y.
Instructor: Scaife

LATN 201 Intermediate Latin: Prose
Credit: 0.5
The goal of this course is to cultivate students' skills as readers of continuous Latin prose. To this end, students will expand their vocabulary as well as review and refine their understanding of the syntax of classical Latin. Upon completing this course, students will read Latin prose with greater precision, nuance, and speed. Authors read with some regularity in this course include Caesar, Cicero, and Sallust; however, the particular text or texts will vary from year to year and may be complemented with a selection of poems, for example those of Catullus. Offered every fall.

LATN 202 Intermediate Latin: Vergil
Credit: 0.5
Emphasis will be placed on improving reading efficiency both through careful translation of passages from Vergil's poetry and through grammar review. In addition, students will develop an appreciation of the often subtle intricacies of Vergil's poetic language and the untranslatable music of his verse. Attention will be given both to understanding Vergil in his cultural and historical context and to exploring his continuing significance. Offered every spring.

LATN 301 Advanced Latin
Credit: 0.5
In Advanced Latin, students improve their skills in reading Latin and discuss scholarship on the author or authors being read that semester. Each semester the readings change, so that LATN 301 and 302 can be taken, to the student's advantage, several times. Students are encouraged to inform the instructor if there is a particular genre, author, or theme they would especially like to study. The list of authors regularly taught in this course includes, to name just a few, Horace and Ovid, the comic poet Plautus, and great prose stylists such as Livy, Tacitus, Petronius and Augustine. This course is open to those who have completed two years of Latin at Kenyon or the equivalent. Offered every fall.

LATN 302 Advanced Latin
Credit: 0.5
See course description for LATN 301. Offered every spring.

LATN 393 Individual Study
Credit: 0.25-0.5
See the description for CLAS 393.

LATN 497Y Senior Honors
Credit: 0.5
This course offers independent study in Latin for senior candidates for honors. Prerequisite: permission of instructor and department chair.

LATN 498Y Senior Honors
Credit: 0.5
See the course description for LATN 497Y.

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 our 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 to upper level courses.

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.

Requirements for the Major

Students majoring in the department may emphasize theater, dance, or film. The minimum requirements for each major are as follows:

Emphasis in Theater (5.5 units):

- DRAM 111 Introduction to the Theater (.5 unit)
- DRAM 213 History of Western Theater (.5 unit)
- 1.5 units drawn from Elements of Theater Art
  These courses provide a close examination of several aspects of film and theater arts: acting, writing, directing, and design. Reading, discussion, problem solving, and laboratory exercises will increase students' understanding of the artistic experience and develop their skills in the arts of film and theater.
- 1 unit drawn from The Stage and Its Plays (DRAM 251-DRAM 257)
  These courses provide a study, in terms of the theater, of selected plays of a period of notable dramatic achievement or the work of an important playwright. Emphasis, by means of problems and exercises, is on the theatrical qualities of the plays and their staging.
- 1.5 units drawn from other course offerings in the department—these may include courses in dance and/or film.
- DRAM 493 Individual Study (.5 unit)

Emphasis in Dance (5 units):

- DANC 105 Introduction to the Dance (.5 unit)
- DANC 215 Contemporary Dance History (.5 unit)
- DANC 220 Dance Labanotation (.5 unit)
- DANC 227 The Choreographer I (.5 unit)
- DANC 228 The Choreographer II (.5 unit)
- .5 unit drawn from Elements of Theater Art
- DANC 322 Dance Kinesiology (.5 unit)
- DANC 493 Individual Study (.5 unit)
- 1 unit of Dance Technique

Emphasis in Film (5.5 units):

- DRAM 111 Introduction to the Theater (.5 unit)
- FILM 111 Introduction to Film (.5 unit)
- 1 unit from our selections of Film Genre courses (FILM 251-FILM 259)
- 1.5 units selected from the list below, including at least one class in writing for the screen (FILM 231, 243, 335, or 336)
  FILM 231 The Screenwriter (.5 unit)
  FILM 232
  FILM 261 Directing for the Camera (.5 unit)
  FILM 267 The Documentary (.5 unit)
  FILM 328 Advanced Acting on Screen(.5 unit)
  FILM 335
  FILM 336 Writing the Television Pilot (.5 unit)
  FILM 361

Students are also required to fulfill the requirements for their senior exercise with a one-semester Individual Study. FILM 493 Individual Study (.5 unit)

In addition, students pursuing a major in Film must choose an additional 1.5 units of study in consultation with their faculty advisor. Students are encouraged to include courses offered by other departments in their course of study, but no more than 1 unit outside the Department of Dance, Drama, and Film can be credited toward the 5.5 units required for the major. Courses students might choose to complete the required additional 1.5 units of study include, but are not limited to:

- DRAM 220 The Actor (.5 unit)
- DRAM 231Y-232Y Playwriting and Dramatic Theory (1 unit)
- DRAM 242 The Costume Designer (.5 unit)
- DRAM 243 The Lighting Designer (.5 unit)
- DRAM 261 The Director (.5 unit)
- ARTS 107 Digital Imaging (.5 unit)
- ARTS 361 Alternative Narratives: The Role of Storytelling in Video Art (.5 unit)
- ARTS 362 Poetics of the Moving Image (.5 unit)
- ENGL 219 Film as Text (.5 unit)
- ITAL 350 Topics in Italian Cinema (.5 unit)
- PHIL 263 Mind, Perception, and Film (.5 unit)
- WGS 221 Gender and Film (.5 unit)

The Senior Exercise

The Senior Exercise has three parts: a project, an oral discussion of the project, and a written examination. Each senior major, with the advice and consent of the department's faculty, designs a senior project, a major piece of creative or scholarly work. The student will initiate the work and collaborate with others to see it through to completion, all with guidance from one or more faculty members. The faculty guidance will take the form of an Individual Study, DANC, DRAM, or FILM 493, for which the student will receive course credit and a grade. When the work is finished, the student and department faculty members will discuss the preparation and choices that shaped the project. At the end of the year, every senior major will complete a six-hour written examination. The awarding of "distinction" is based on the student's performance on all three parts of the exercise.

Honors

Students interested in reading for honors must begin during the junior year. In the Department of Dance, Drama, and Film, the pursuit of honors is a two-year process. All students reading for honors in the department are required to complete both junior honors and senior honors.

To be eligible to read for honors in Dance, Drama, or Film, a student must meet the following requirements:

1. The applicant must be a student in good standing who can offer, at the time of application, a cumulative grade point average of 3.33 or better.
2. The applicant is limited to a single major. Because of the extensive nature of the projects, no double majors will be allowed to read for honors in the Department of Dance, Drama, or Film.
3. The candidate for honors will be expected to maintain a cumulative GPA of 3.33 and a GPA of 3.5 or better within the major throughout the course of study.

To apply, the student will present a plan for a scholarly or artistic project in the subject of dance, drama, or film to the department faculty before the tenth week of instruction of the first semester of the junior year. This project will be designed to take not less than 1 unit, and not more than 1.5 units, of tutorial study. The faculty will evaluate this proposal in terms of its originality and ambition, its intrinsic and pedagogical value, and its practical feasibility.

Students interested in becoming honors candidates in dance, drama, or film should speak with their advisor or the department chair, well in advance of the deadline noted above.

Requirements for the Minor in Dance

The following courses are required for a minor in dance (3.0 units):

- DANC 105 Introduction to the Dance (.5 unit)
- .5 unit of dance technique
- DANC 215 Contemporary Dance History (.5 unit)
- DANC 227 The Choreographer I (.5 unit)
- Choose 2 of the following 3 courses : DANC 220 Dance Labanotation, DANC 228 The Choreographer II, and DANC 322 Dance Kinesiology (1 unit)

Dance Courses

DANC 104 Yoga

Credit: 0.25

This is a Hatha Yoga course that will help the participants improve alignment, balance, strength, and flexibility through the mindful practice of yoga postures. Integration through motion, breath, and healthy attentiveness will be emphasized. The required reading for the course, Yoga, Mind, Body and Spirit, by Donna Farhi, will provide a deeper understanding of what yoga has to offer.

DANC 105 Introduction to the Dance

Credit: 0.5

Introduction to the Dance is a one-semester survey course designed to introduce dance as a performing art form, historically as well as in practice, and to explore how dance as a cultural phenomenon helps shape and is shaped by cultural values. The course will track the development of dance as a performing art in Europe and in the U.S. from the Renaissance to the 1950s, by identifying important stylistic trends and the works of major contributors to the field, such as the Ballets Russes, Martha Graham, and Katherine Dunham. While we will focus on Western concert dance as a performing art, we will also study some dance phenomena cross-culturally in order to broaden our understanding of the function dance serves and its relationship to cultural beliefs and to the history of ideas. The study of dance history provides a lens for exploring the world, its people, and their cultures. Assignments include written work and short movement studies composed by students to explore various aspects of the choreographic process and to embody significant trends in the evolution of dancemaking. Corequisite: Students must also enroll in a dance technique course (DANC 107, 108, 109, 208, 209, or 308) during one or both semesters. This course is offered every year.

DANC 107 Beginning Dance Fundamentals

Credit: 0.25

This course introduces movement concepts for the beginning-level student in one particular form of dance. The style being offered will vary each semester, depending on adjunct faculty availability, but may include jazz dance, world dance, or tap dance. The specific classes will be determined at the beginning of each academic year. The course involves intensive movement participation; however, there is no stress placed on public performance. No prior experience is necessary. No prerequisite. This course is offered every year.

DANC 108 Beginning Modern Dance

Credit: 0.25

This course's focus is on modern dance technique for the beginning-level student. During the semester, self-expression through movement will be explored through exercises emphasizing the basic concepts of

breath, mobilizing weight, and improvisation. The course involves intensive movement participation; however, there is no stress placed on public performance. No prior experience is necessary. No prerequisite.

DANC 109 Beginning Ballet Dance

Credit: 0.25

The ballet style and movement vocabulary are presented in this technique course for the beginning-level student. During the semester, students will be introduced to the fundamental components of ballet technique, including line, position, and artistry, with a focus on correct body mechanics. The course involves intensive movement participation; however, there is no stress placed on public performance. No prior experience is necessary. No prerequisite. This course is generally offered every other year.

DANC 110 The Dance: Production and Performance

Credit: 0

The Fall and Spring Dance Concerts give dancers, choreographers, and designers an opportunity to present their work in concert. Advised and directed by dance faculty members and guest artists, these concerts are the culmination of one or two semesters of preparation, rehearsals, and regularly scheduled showings of work-in-progress. The Fall Dance Concert: In order for students to choreograph for the Fall Dance Concert, students must be enrolled in or have successfully completed DANC 227 or 228. (Please note: DANC 110 audit will be awarded to those dancers, choreographers, and production personnel whose work exhibited high standards.) Choreography proposals must be submitted to the dance faculty by the date announced early each fall semester. Each choreographer then shows the work-in-progress for final selection by the dance faculty. The Spring Dance Concert: In order for students to choreograph for the Spring Dance Concert, they must be enrolled in or have successfully completed DANC 227 or 228. Students who have choreographed for the Fall Dance Concert will be given priority. Dance faculty will announce the selected student choreographers early in the spring semester. The same selection process is followed for both Fall and Spring Dance Concerts.Auditions to dance in either concert are held at the beginning of each semester. All dancers who perform in either concert are required to participate in a dance technique course (DANC 107, 108, 109, 208, 209, or 308). Designers are recommended by the design faculty of the Department of Dance and Drama.

DANC 208 Intermediate Modern Technique

Credit: 0.25

Intermediate Modern Technique furthers the work of the beginning-level course with increased application of movement principles established by creative artists and teachers from the American and European contemporary dance tradition. Movement fundamentals from other broad-based techniques and body therapies are also included. No prerequisite; however, permission of the instructor may be necessary if the student has no prior experience. This course is offered every semester.

DANC 209 Intermediate Ballet Technique

Credit: 0.25

Intermediate Ballet Technique furthers the work of the beginning-level course with a more in-depth application of the ballet vocabulary and style. Prerequisite: DANC 109 or equivalent or permission of instructor. This course is offered every semester.

DANC 215 Contemporary Dance History

Credit: 0.5

This course investigates the development of dance as a performing art in the twentieth and twenty-first centuries. The course examines major trends that influence dancemaking—which include technology, globalization, and collaboration—by observing the work of principal artists. This course investigates aesthetic points of view, beliefs, and assumptions inherent in dance practice, dance criticism, and history writing. Prerequisite: DANC 105. This course is generally offered every other year.

DANC 220 Dance Labanotation

Credit: 0.5

This course covers the basic concepts and skills necessary for reading and writing Labanotation, a system for recording movement in symbolic form. Studio work will emphasize re-creating and performing dances from written scores in addition to the theoretical analysis of movement. Class requirements may fulfill Dance Notation Bureau standards for certification in Beginning Labanotation. This course is generally offered every other year.

DANC 227 The Choreographer I

Credit: 0.5

The theory and practice of making dances is the focus of the choreographer. The fundamentals of composing both solo and group works are presented through the exploration of dance dynamics, improvisation, and movement problem-solving. Work will include movement studies, presentations, readings, and discussions. Group preparation time outside of class for movement studies is required. Prerequisite: DANC 105 (or concurrent enrollment in 105) or permission of instructor. Enrollment in DANC 107, 108, 109, 208, 209, or 308 is required. DANC 227 and DANC 228 are offered on alternate years.

DANC 228 The Choreographer II

Credit: 0.5

Special topics in dance composition are the focus of this course. Students will be presented with advanced choreographic theories and challenges. The choreographic assignments vary each semester and may include studies that emphasize partnering, the use of technology, collaboration, or site-specific work. Course requirements include readings, discussions, and the development and presentation of movement studies. Significant preparation time outside of class is expected. Prerequisite: DANC 227 (The Choreographer I) or permission of instructor. Concurrent enrollment in a dance technique class is required. DANC 227 and DANC 228 are offered on alternate years.

DANC 308 Advanced Modern Dance Technique

Credit: 0.25

Advanced technique work in contemporary dance builds upon principles of movement established at the beginning and intermediate levels. In-depth exploration of floor work, improvisation, somatic practices, and a variety of postmodern styles promotes artistry, efficiency of movement, and integrated strength. Prerequisite: DANC 208 or permission of instructor.

Instructor: Staff

DANC 322 Dance Kinesiology

Credit: 0.5

This course studies the science of movement as it relates to dance. Basic anatomy and physiology, the physics of dance, and the mind-

body connection responsible for producing and controlling movement are explored to provide students with a deeper understanding of the structure and function of the human body. Lectures, discussions, and movement labs focus on practical analysis and application of material in order to increase movement efficiency, with the ultimate goal of enhancing performance and preventing injury. Prerequisite: sophomore standing or permission of the instructor. Generally offered every other year.

DANC 397 Junior Honors

Credit: 0.5

Junior honors in the Department of Dance and Drama is the first step towards departmental honors. It is required of all students wishing to pursue senior honors. Prerequisite: permission of department chair.

DANC 398 Junior Honors

Credit: 0.5

Junior honors in the Department of Dance and Drama is the first step towards departmental honors. It is required of all students wishing to pursue senior honors. Prerequisite: permission of department chair.

DANC 493 Individual Study

Credit: 0.25-0.5

Individual study in dance and drama is reserved for students exploring a topic not regularly offered in the department's curriculum. Typically, the course will carry .5 unit of credit. To enroll in an individual study, a student must identify a member of the department willing to direct the project and, in consultation with him or her, write a proposal. The department chair must approve the proposal. The one- to two-page proposal should include a preliminary bibliography and/or set of specific problems, goals, and tasks for the course, outline a schedule of reading and/or writing assignments or creative undertakings, and describe the methods of assessment (e.g. a journal to be submitted for evaluation weekly; a one-act play due at semester's end, with drafts due at given intervals, etc.). The student should also briefly describe prior coursework which qualifies him or her for this independent project. At a minimum, the department expects the student to meet regularly with the instructor one hour per week, and to submit an amount of work equivalent to that required in 300-level dance and drama courses. Students are urged to begin discussion of their proposed individual study the semester before they hope to enroll, so that they can devise a proposal and seek departmental approval before the registrar's deadline.

DANC 497 Senior Honors

Credit: 0.5

Prerequisite: permission of department chair and successful completion of junior honors.

DANC 498 Senior Honors

Credit: 0.5

Prerequisite: permission of department chair and successful completion of junior honors.

Drama Courses

DRAM 110 The Play: Production and Performance

Credit: 0

The work of DRAM 110 involves the realization in the theater of the work of an important playwright, as expressed in the text for a particular play. Problems in textual analysis, historical research, and the creation of a production lead, by way of independent and cooperative activity involving acting, design, and special problems, to public performance before an audience. Note: Students who, in the judgment of the instructional and directional staff, have made significant creative contributions to the effectiveness of the production will have "audit" indicated on their academic record.

DRAM 111 Introduction to the Theater

Credit: 0.5

This course examines how theater differs from other arts and how theatrical artists go about their jobs in bringing a play to life on stage. This examination is accomplished through a series of performance or creative assignments. The class is divided into four sections, two meeting in the morning and two in the afternoon. Plays, problems, and exercises are performed and discussed in the sectional meetings; about every other week, sections are combined for lectures and demonstrations. The course explores what a play is and how it is structured. Assignments consist of a series of playwriting problems, which students perform in class working in teams. In addition, students read at least five plays and a series of essays about the theory and practice of the theater, complete a series of brief written assignments, and take written examinations. As a culmination of the work, each student writes, directs, and presents to the class a final short play, working with fellow students. Any student with a general interest in the theater will find this a challenging course, regardless of previous experience. Because this course is an introduction to the arts of the theater, it has no prerequisite, but it is a prerequisite to many of the other courses in the department. This course will be offered every year.

DRAM 213 History of the Western Theater

Credit: 0.5

This course presents an historical study of Western theater from its origins to the present time. The course will examine the evolution of the physical theater structure and production elements of each period, as well as the relationship between each style and its historical context. The course will include lectures, readings, projects, and discussion. Prerequisite: sophomore standing. This course will be offered every year.

DRAM 216 History of Clothing and Fashion

Credit: 0.5

This course surveys the history of Western clothing and fashion from the ancient world to the present day. Work will include papers, oral presentations, lectures, and discussion. Prerequisite: sophomore standing or DRAM 111. This course will generally be offered every year.

DRAM 218 Introduction to Film

Credit: 0.5

In this course we will consider the collaborative nature of filmmaking and how its various crafts combine to tell stories with perhaps the greatest mass appeal of any artistic medium. We will explore dramatic narrative structure, mise-en-scene, cinematography, editing, and film genres as they have been used and advanced in the history of cinema.

This course requires attendance at weekly film showings in addition to regular class meetings. Prerequisite: sophomore standing or DRAM 111. This course will generally be offered every other year.

DRAM 219 History of Clothiing and Fashion

Credit: 0.5

This course surveys the history of Western clothing and fashion from the ancient world to the present day. Work will include papers, oral presentations, lectures, and discussion. Prerequisite: sophomore standing or DRAM 111. This course will generally be offered every year.

DRAM 220 The Actor

Credit: 0.5

Through the rehearsal and performance of various scenes, students will explore the nature of the actor's contribution to the theater. Work will include performance exercises, readings, and written assignments. Prerequisite: DRAM 111 This course will generally be offered every semester.

DRAM 221 The Director

Credit: 0.5

This course examines the work of the director through the analysis of plays and the exploration of the visual means of realizing that analysis on stage. Work includes exercises, written assignments, readings, discussion, and lectures. Students will direct scenes and a short play. Prerequisite: DRAM 111. This course will generally be offered every other year.

DRAM 222 The Actor

Credit: 0.5

Through the rehearsal and performance of various scenes, students will explore the nature of the actor's contribution to the theater. Work will include performance exercises, readings, and written assignments. Prerequisite: DRAM 111 This course will generally be offered every semester.

DRAM 223 The Scene Designer

Credit: 0.5

Working from varied scripts, students will move from a study of the visual choices implicit in the text to the process of designing scenery. The work of the course places an emphasis on collaboration and includes written assignments, drafting, sketching, and model building. Prerequisite: DRAM 111. This course will generally be offered every year.

DRAM 224 The Costume Designer

Credit: 0.5

This course presents an introduction to the costume designer's creative process. Through a series of projects, students will explore the relation of the costume to the character, the plot, the work of the director, the actor, and the other designers. Projects involve drawing, painting, collage, writing, and research. Prerequisite: DRAM 111. This course will generally be offered every year.

DRAM 225 The Lighting Designer

Credit: 0.5

This course introduces students to the properties of light and electricity, and explores the creative process of designing light for the theater, with an emphasis on collaboration. Work includes readings, written assignments, research, drafting, lectures and discussions, laboratory sessions, and design projects. Prerequisite: DRAM 111. This course will generally be offered every year.

DRAM 227 Scene Painting

Credit: 0.5

This course studies the procedures and materials of the scenic artist. Each student will produce a sequence of scenic projects leading up to a large final project. Whenever possible, the course will use faculty productions in the Bolton Theater as material for study. The format for this course will involve reading, demonstrations, and projects. Prerequisite: sophomore standing. This course will generally be offered every other year.

DRAM 231Y The Play: Playwriting and Dramatic Theory

Credit: 0.5

In this course, the student is given weekly exercises exploring such topics as dialogue, monologue, exposition, autobiography, writing for the opposite gender, and prismatic structure. The class discusses the resulting short plays in a group critique, after which they are rewritten. Students will finish the first semester with a collection of short plays that can later be developed into longer works. In the second semester, students will complete a one-act play, which will be performed as a staged reading. Students will keep a writer's notebook, do in-class exercises, and read a variety of plays relevant to their weekly assignments. Including plays by Pinter, Guare, Martin McDonagh, Caryl Churchill, and Tarren McCraney. Prerequisite: DRAM 111. This course will be offered every year.

DRAM 232Y The Play: Playwriting and Dramatic Theory

Credit: 0.5

See description for DRAM 231Y.

DRAM 235 The Screenwriter

Credit: 0.5

This course will explore what is particular about writing for the screen. Through weekly writing assignments, students examine the form and structure of the three-act feature film. Students will draw from their personal stories and develop these into cinematic dramatizations. During the semester, each student will work toward a complete two-hour (120-page) screenplay. Prerequisite: DRAM 111. This course will generally be offered every year.

DRAM 236 Directing for the Camera

Credit: 0.5

This course will focus on the understanding of cinema through the practical application of production and post-production techniques. Students will learn the art of telling a story on screen by taking on the roles of the major positions in a film production, including producer, director, actor, cinematographer, and editor. Prerequisite: DRAM 111. This course will generally be offered every year.

DRAM 241 The Scene Designer

Credit: 0.5

Working from varied scripts, students will move from a study of the visual choices implicit in the text to the process of designing scenery. The work of the course places an emphasis on collaboration and includes written assignments, drafting, sketching, and model building. Prerequisite: DRAM 111. This course will generally be offered every year.

DRAM 242 The Costume Designer

Credit: 0.5

This course presents an introduction to the costume designer's creative process. Through a series of projects, students will explore the relation of the costume to the character, the plot, the work of the director, the actor, and the other designers. Projects involve drawing, painting, collage, writing, and research. Prerequisite: DRAM 111. This course will generally be offered every year.

DRAM 243 The Lighting Designer

Credit: 0.5

This course introduces students to the properties of light and electricity, and explores the creative process of designing light for the theater, with an emphasis on collaboration. Work includes readings, written assignments, research, drafting, lectures and discussions, laboratory sessions, and design projects. Prerequisite: DRAM 111. This course will generally be offered every year.

DRAM 251 Classical Drama

Credit: 0.5

This course studies the plays of Aeschylus, Sophocles, Euripides, Aristophanes, and others. The emphasis is on reading for a theatrical understanding of these ancient texts. Coursework includes projects, lecture and discussion sessions, and written assignments. Prerequisite: sophomore standing or DRAM 111. This course will be offered every third year.

DRAM 252 The English Renaissance Theater

Credit: 0.5

This course will explore the plays and theatrical practice of the English Renaissance. Readings will emphasize textual understanding for the stage and will be drawn from the plays of Shakespeare, Marlowe, Jonson, Middleton, Webster, and their contemporaries. Prerequisite: sophomore standing or DRAM 111. This course will generally be offered every third year.

DRAM 253 Seventeenth- and Eighteenth-Century Drama

Credit: 0.5

This course will study the development of classicism in England and France in the seventeenth and eighteenth centuries. Readings will emphasize textual understanding for the stage. The focus of the reading will be theater of England and France, covering texts of Corneille, Molière, Racine, Wycherley, Congreve, Dryden, Marivaux, Beaumarchais, Farquhar, Goldsmith, and Sheridan. Prerequisite: sophomore standing. This course will generally be offered every other year.

DRAM 255 Modern Drama

Credit: 0.5

This course studies the major theatrical movements of the first half of the twentieth century, emphasizing plays as they were performed in the theater of the time. The format will include readings, discussions, written assignments, projects, and lectures. Prerequisite: sophomore standing. This course will generally be offered every other year.

DRAM 256 Contemporary Drama

Credit: 0.5

This course will focus on plays of the last fifty years by British and American playwrights. The class will include work by Tony Kushner, Paula Vogel, Harold Pinter, David Mamet, Edward Albee, Sam Shepard, John Guare, Caryl Churchill, August Wilson, Tarren McCraney, Martin McDonagh, Conor McPherson and others. In addition to the plays we study, the class will incorporate some discussion of the basic structure of the American theater, the theaters involved with producing the plays read in the class, and some additional readings. The work for the class will include papers, quizzes, presenting scenes from the assigned plays, and an active class presence. Prerequisite: sophomore standing or DRAM 111. This course will generally be offered every third year.

DRAM 257 Dramatic Literature of the African Diaspora

Credit: 0.5

This course will study theater made by and about people of the African Diaspora. The emphasis will be on a textual understanding for the stage. An examination of these texts may reveal fundamental cultural similarities. We will consider the circumstances of enslavement, colonization, and political oppression and the effects these have on the play-making of these particular people. The readings will include the plays of such writers as Baraka, Fugard, Fuller, Hansberry, Hurston, Parks, Shange, Soyinka, Walcott, and Wilson. Prerequisite: sophomore standing or DRAM 111. This course will generally be offered every third year.

DRAM 261 The Director

Credit: 0.5

This course examines the work of the director through the analysis of plays and the exploration of the visual means of realizing that analysis on stage. Work includes exercises, written assignments, readings, discussion, and lectures. Students will direct scenes and a short play. Prerequisite: DRAM 111. This course will generally be offered every other year.

DRAM 321 Advanced Directing

Credit: 0.5

This course continues an investigation, from the director's point of view, of the creation of live theater from dramatic texts. We will particularly study the role of the director in the development of new work—both in collaboration with playwrights and developed with actors—and in conceiving an entire production. We will also study the history of directing (largely a twentieth-century phenomenon), and the idea of the director as an artist. Prerequisite: Drama 221. This course will generally be offered every other year.

DRAM 322 Verse Acting

Credit: 0.5

In this class, we develop an approach to acting plays by Shakespeare and other authors writing in verse. The course will focus on textual analysis, methods of rehearsal, and performance approaches particular to working in verse. Prerequisite: Drama 222. This course will generally be offered every two or three years.

Instructor: Kramer

DRAM 325 Verse Acting

Credit: 0.5

In this class, we develop an approach to acting plays by Shakespeare and other authors writing in verse. The course will focus on textual analysis, methods of rehearsal, and performance approaches particular to working in verse. Prerequisite: DRAM 220 or 222. This course will generally be offered every two or three years.

DRAM 326 Character Analysis

Credit: 0.5

This course presents a study of the actor's methods of analysis of a text and development of a completed characterization. Each student will rehearse and present a series of scenes in various stages of development, which will lead to a complete understanding of a major role from dramatic literature. Prerequisite: DRAM 222. This course will be offered every other year.

DRAM 333 Advanced Playwriting

Credit: 0.5

In this course, students will be developing a full-length play while simultaneously presenting exercises that explore solo performance, nonlinear narrative, and plays inspired by found text, history, and journalism. We will look at the work of such writers/performers as Bill Irwin, Spaulding Gray, David Kodeski, and Anna Deavere Smith. In addition, we will analyze plays by contemporary playwrights such as Will Eno, Doug Wright, Anne Washburn, Caryl Churchill, and Tarell Alvin McCraney while attempting their playwriting strategies. The semester will culminate in a staged reading of a full-length play.Prerequisite: DRAM 231Y-232Y or permission of the instructor. This course will generally be offered every other year.

DRAM 337 The Documentary

Credit: 0.5

During this course students will learn the practice of documentary filmmaking from visiting artists and through the study of various documentary films. The instructor of this course will coordinate and supervise the film viewings, lectures, and readings, and will support students as they develop the artistic and technical skills of documentary filmmaking. Four visiting artists will be drawn from professionals in the world of documentary film. Each of them will teach about some aspect of documentary technique and style during a three-week module. There will be one major video assignment in each module and a public screening of projects at the end of the semester. This course is intended to be a fusion of practical filmmaking skills through the use of digital video technology and a deeper understanding of the nature of documentary through exposure to existing films and contact with professional filmmakers. The course is designed for the upper-level student. Prerequisite: DRAM 236. This course will generally be offered every other year.

DRAM 338 Advanced Acting on Screen

Credit: 0.5

This is a course in screen acting. The purpose of this class is to explore the unique and peculiar nature of acting in front of a camera. What demands does screen acting have that are different than performances on stage? How do screen actors tell a coherent story given the disruptive process of filming a narrative? You will explore the nature and technique of acting on camera by performing scenes from existing screenplays with partners from this class, and you will be video taped. We will watch these videotapes in class and critique your work. You will be critiqued and graded on your preparation and performance of the scenes. The class will also engage with several visiting artists who work in the film and television industry. Prerequisites: DRAM 111 and DRAM 222. This course will generally be offered every other year.

DRAM 340 Writing the TV Pilot

Credit: 0.5

So you've produced your first indie film, written a play that's gotten some attention, or paid your dues on a television writing staff. Now production companies are calling and asking if you've got an idea for a pilot. What makes for a good television show? How does television function differently from film or theater? How do the dramatic structures overlap? How do you develop your idea into a pitch that a network will buy? How do you get from there to getting a show on the air? Primarily focusing on hour-longs and half-hour single-cam shows, students will take an idea from pitch to treatment to pilot script. We'll discuss agents, production companies, packaging, and network identities. We'll watch and/or read and discuss the pilots of shows like: The Sopranos, West Wing, Friday Night Lights, Flight of the Conchords, and The Office. Prerequisites: DRAM 231Y-232Y, DRAM 331Y-332Y or permission of the instructor. Sophomore standing required. This course will generally be offered every three years.

DRAM 362 Advanced Directing

Credit: 0.5

This course continues an investigation, from the director's point of view, of the creation of live theater from dramatic texts. We will particularly study the role of the director in the development of new work—both in collaboration with playwrights and developed with actors—and in conceiving an entire production. We will also study the history of directing (largely a twentieth-century phenomenon), and the idea of the director as an artist. Prerequisite: DRAM 221 or 261. This course will generally be offered every other year.

DRAM 397 Junior Honors

Credit: 0.5

Junior honors in the Department of Dance and Drama is the first step towards departmental honors. It is required of all students wishing to pursue senior honors. Prerequisite: permission of department chair.

DRAM 398 Junior Honors

Credit: 0.5

See course description for DRAM 397. Prerequisite: permission of department chair.

DRAM 493 Individual Study

Credit: 0.5

Individual study in dance and drama is reserved for students exploring a topic not regularly offered in the department's curriculum. Typically, the course will carry .5 unit of credit. To enroll in an individual study, a student must identify a member of the department willing to direct the project and, in consultation with him or her, write a proposal. The department chair must approve the proposal. The one- to two-page proposal should include a preliminary bibliography and/or set of specific problems, goals, and tasks for the course, outline a schedule of reading and/or writing assignments or creative undertakings, and describe the methods of assessment (e.g. a journal to be submitted for evaluation weekly; a one-act play due at semester's end, with drafts due at given intervals, etc.). The student should also briefly describe prior coursework which qualifies him or her for this independent project. At a minimum, the department expects the student to meet regularly with the instructor one hour per week, and to submit an amount of work equivalent to that required in 300-level dance and drama courses. Students are urged to begin discussion of their proposed individual study the semester before they hope to enroll, so that

they can devise a proposal and seek departmental approval before the registrar's deadline.

DRAM 497 Senior Honors

Credit: 0.5

Prerequisite: permission of department chair and successful completion of junior honors.

DRAM 498 Senior Honors

Credit: 0.5

Prerequisite: permission of department chair and successful completion of junior honors.

Some recently offered special topics include:

South African Theater
Writing the Short Film
Film Development
Sturges, Wilder and Crowe—The Americn Comedy Auteur
Voice and Movement

Film Courses

FILM 111 Introduction to Film

Credit: 0.5

In this course we will consider the collaborative nature of filmmaking and how its various crafts combine to tell stories with perhaps the greatest mass appeal of any artistic medium. We will explore dramatic narrative structure, mise-en-scene, cinematography, editing, and film genres as they have been used and advanced in the history of cinema. This course requires attendance at weekly film showings in addition to regular class meetings. Prerequisite: sophomore standing or DRAM 111. This course will generally be offered every other year.

FILM 231 The Screenwriter

Credit: 0.5

This course will explore what is particular about writing for the screen. Through weekly writing assignments, students examine the form and structure of the three-act feature film. Students will draw from their personal stories and develop these into cinematic dramatizations. During the semester, each student will work toward a complete two-hour (120-page) screenplay. Prerequisite: DRAM 111. This course will generally be offered every year.

FILM 256 African American Film: Oscar Micheaux to Spike Lee

Credit: 0.5

This course will attempt to cover some of the history of African Americans in film. However, this is a significant body of work, if we consider African American directors, actors, writers, designers, producers, etc. Because the director has, perhaps, the most comprehensive impact on a film, this course considers films directed by African American people. One might ask the question, Why separate out films by and about African Americans from the larger body of film history. Do these films deserve greater focus, or is the segregation of these films into a sub-category an acknowledgment of some inferiority? Neither is the case nor the intention, but the representation of African Americans throughout history has been perverted using visual imagery. The modern images in film and television are not exempt. However, African Americans have been contributing since the near beginning of film history to the imaging or re-imaging of the culture and its people. This class will look at these contributions and the images of African Americans they help to create and how these representations have changed over time. Offered every three years.

FILM 261 Directing for the Camera

Credit: 0.5

This course will focus on the understanding of cinema through the practical application of production and post-production techniques. Students will learn the art of telling a story on screen by taking on the roles of the major positions in a film production, including producer, director, actor, cinematographer, and editor. Prerequisite: DRAM 111. This course will generally be offered every year.

FILM 267 The Documentary

Credit: 0.5

During this course students will learn the practice of documentary filmmaking from visiting artists and through the study of various documentary films. The instructor of this course will coordinate and supervise the film viewings, lectures, and readings, and will support students as they develop the artistic and technical skills of documentary filmmaking. Four visiting artists will be drawn from professionals in the world of documentary film. Each of them will teach about some aspect of documentary technique and style during a three-week module. There will be one major video assignment in each module and a public screening of projects at the end of the semester. This course is intended to be a fusion of practical filmmaking skills through the use of digital video technology and a deeper understanding of the nature of documentary through exposure to existing films and contact with professional filmmakers. The course is designed for the upper-level student. Prerequisite: DRAM 111 and DRAM 236 or FILM 261. This course will generally be offered every other year.

FILM 328 Advanced Acting on Screen

Credit: 0.5

This is a course in screen acting. The purpose of this class is to explore the unique and peculiar nature of acting in front of a camera. What demands does screen acting have that are different than performances on stage? How do screen actors tell a coherent story given the disruptive process of filming a narrative? You will explore the nature and technique of acting on camera by performing scenes from existing screenplays with partners from this class, and you will be video taped. We will watch these videotapes in class and critique your work. You will be critiqued and graded on your preparation and performance of the scenes. The class will also engage with several visiting artists who work in the film and television industry. Prerequisites: DRAM 111 and DRAM 222. This course will generally be offered every other year.

FILM 336 Writing the Television Pilot

Credit: 0.5

So you've produced your first indie film, written a play that's gotten some attention, or paid your dues on a television writing staff. Now production companies are calling and asking if you've got an idea for a pilot. What makes for a good television show? How does television function differently from film or theater? How do the dramatic structures overlap? How do you develop your idea into a pitch that a network will buy? How do you get from there to getting a show on the air? Primarily focusing on hour-longs and half-hour single-cam shows, students will take an idea from pitch to treatment to pilot script. We'll discuss agents, production companies, packaging, and network identities. We'll watch and/or read and discuss the pilots

of shows like: The Sopranos, West Wing, Friday Night Lights, Flight of the Conchords, and The Office. Prerequisites: DRAM 231Y-232Y, DRAM 331Y-332Y or permission of the instructor. Sophomore standing required. This course will generally be offered every three years.

Some recently offered special topics include:
American Film Genres: The Western

Economics

Social Sciences Division

Personal fulfillment and effective citizenship require some understanding of the principles of human interaction in society. Economics is the scientific study of choosing how best to use technology and limited resources to maximize individual or social welfare. Through its analysis of behavior, economics can add much to our understanding of vital public-policy issues. A grasp of the principles of economics enables students to analyze problems such as unemployment, economic growth, pollution, inflation, monopoly power, race and gender discrimination, and international trade.

Economics can also be defined by its methods of analysis. In seeking to understand and predict social behavior, economists build, test, and revise models. Economics students learn to work with models of the behavior of consumers, producers, suppliers of labor and capital, and government. They study the markets in which these economic agents interact. This technique for understanding the experience of men and women in society differs sharply from the literary and intuitive methods of the humanities and fine arts.

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.

New 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 or quizzes. In addition to a major text, most sections also introduce readings about current issues. 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.

When should one enroll in ECON 101 and ECON 102? Even though ECON 101 and 102 are challenging introductory courses, most first-year students who take these courses perform well. Those students who are most successful in the principles courses have a strong general preparation for college, reasonably good study habits, and academic motivation to keep up with reading and homework assignments every week.

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.

Can economics majors participate in off-campus study in the junior year? Yes, but those who plan to major in economics and 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.

Requirements for the Major

Successful completion of ECON 101 and ECON 102 with a grade of at least C in each is a prerequisite for admission to the major program. A minimum of 3.5 additional units, for a total of 4.5 units within the department, is required, including ECON 201 and 202, a semester of seminar, and a course in quantitative methods. This last requirement may be satisfied by either ECON 205 (Empirical Economics) or ECON 375 (Introduction to Econometrics), both of which have a prerequisite of a college introductory statistics course.

Senior Exercise

The Senior Exercise involves a systematic effort to understand social behavior using economic principles. The exercise will allow majors to gain an appreciation of the integrity of economics as a discipline. Majors must answer two essay questions. Students typically receive the questions in early December, and their answers are due at the end of the first week of classes for the spring semester. There is also an oral examination conducted by the economics faculty members for each student who completes the written portion of the exercise.

Honors

The Honors Program in economics provides an opportunity for more independent research and study than is available in regular courses of

study. Honors candidates are required to participate in both the junior and senior honors seminars, and in ECON 375 (Introduction to Econometrics). In the honors seminars, students present and discuss with their peers the results of their research. Those interested in the Honors Program should discuss this possibility with a member of the department.

Transfer Credit Policy

For those majors who spend a semester abroad, the department will transfer no more than 1.0 unit of credit in economics. For those majors who spend two semesters abroad, the department will transfer no more than 2.0 units of credit in economics. Students with scores of 4 or higher on the Advanced Placement (AP) microeconomic and macroeconomic exams are given 0.25 unit of credit, per exam, in economics.

Economics Courses

ECON 101 Principles of Microeconomics

Credit: 0.5 **QR**

This course studies issues of economic choice, economic efficiency, and social welfare. The course presents theories of consumer and producer behavior and shows how these theories can be used to predict the consequences of individual, business, and government actions. Topics covered include opportunity cost, the gains from trade, supply and demand analysis, and price controls; consumer choice; production and cost; product pricing, market structure, monopoly power, and government regulation; resource conservation, and pollution. This course is required of students who major in economics.

ECON 102 Principles of Macroeconomics

Credit: 0.5 **QR**

This course studies national economic performance. Building upon the microeconomic theories of consumer and producer behavior developed in ECON 101, the course introduces models that focus on the questions of unemployment, inflation, and growth. Topics covered include measurement of national income and inflation, macroeconomic models, saving and investment, money and banking, fiscal and monetary policy, and international trade and finance. This course is required of students who major in economics. Prerequisite: ECON 101.

ECON 201 Microeconomic Theory

Credit: 0.5 **QR**

Microeconomics is an intensive study of the fundamental logic of economic behavior primarily within the context of a market economy. The course develops a systematic analysis of consumer and producer behavior, linked together through the principles of exchange and market structure. The resulting explanation of product prices and factor rewards is used to evaluate and analyze economic efficiency and the distribution of welfare under alternative economic policies and conditions. Prerequisites: ECON 101 and ECON 102.

ECON 202 Macroeconomic Theory

Credit: 0.5 **QR**

This course is a theoretical and applied study of the level of national income and employment. The performance of the economy, in terms of prices, interest rates, unemployment rates, international trade relations, business cycles, and the long-run growth of income, has significant effects on our standards of living. Diverse schools of thought exist, distinguished by theoretical concepts, priorities in performance goals, and empirical evidence. The course considers these approaches and also emphasizes the microeconomic foundations of macroeconomic theory. Government is active in the management of both domestic and international aspects of the macroeconomy, and the course considers current public-policy issues. Prerequisites: ECON 101, ECON 102, and ECON 201, or permission of the instructor.

ECON 205 Empirical Economics

Credit: 0.5 **QR**

Students learn how to express economic concepts in quantitative terms, perform basic statistical measures and tests of hypotheses using a spreadsheet program, and interpret quantitative presentations of information. Students learn how the economics literature presents research by studying examples from journal articles. Students also study the choice of appropriate methods for analyzing empirical economic research questions. Topics include the scientific method, applications of statistical concepts in economics, measurement of economic concepts, and the use of mathematical models, graphs, and data sources. Prerequisites: ECON 101, ECON 102, and a college course in statistics, or permission of the instructor.

ECON 331 Economics of Development

Credit: 0.5 **QR**

Students examine the economic conditions and problems of developing economies. Alternative theories of economic development are studied, as are strategies for achieving development goals. Specific topics include the meaning of development; historical and theoretical perspectives; income distribution; agriculture, population, and human resources; industrialization, employment and technology; urbanization and migration; foreign trade, investment, and aid; and government planning. Prerequisites: ECON 101 and ECON 102 (or ECON 102 concurrently), or permission of the instructor.

Instructor: An

ECON 335 Economics of Immigration

Credit: 0.5

This course examines the impact of immigration on the U.S. economy, focusing on why people choose to come here and what impact they have on labor markets, product markets, income inequality, the nature of cities, and government budgets. The goals of the course are (1) to develop the analytical tools used by economists to understand the economic effects of immigration, (2) to examine the empirical evidence on these effects, and (3) to assess the political economy and potential economic and political consequences of U.S. immigration policy choices. The course will also examine the impact of immigration on the countries that people leave. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

Instructor: Harrington

ECON 336 Environmental Economics

Credit: 0.5 **QR**

This course uses economic analysis to better understand the nature of environmental issues such as pollution and the allocation of natural resources. The course also examines the economic rationale behind policies aimed at improving the quality of the environment and altering our use of natural resources. The relative strengths of alternative policies will be discussed using a series of case studies focusing on actual policies aimed at correcting environmental problems. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

Instructor: Corrigan

ECON 337 Portfolio Allocation and Asset Pricing

Credit: 0.5

This course examines the optimal allocation of an individual's wealth among risky financial assets and the related question of the pricing of these risky assets. After a consideration of various measures of risk and return, modern portfolio theory is used to derive the capital asset pricing model. The empirical performance of the capital asset pricing model will be analyzed and alternative asset pricing models will be discussed. Throughout the course, equity shares will be used as a particular application. (The pricing of fixed income assets is left to ECON 343 Money and Financial Markets.) The remainder of the course is spent on derivative assets, most importantly futures and options. Time permitting, options will be treated in some detail, concluding with a discussion of the Black-Scholes option pricing model. While completing assignments, students will make fairly heavy use of a spreadsheet program such as Excel. Prerequisites: ECON 101 and ECON 102, or permission of the instructor. Recommended: MATH 106.

Instructor: Melick

ECON 338 International Trade

Credit: 0.5

This course focuses on the basics of international trade—theories of international trade, the instruments of trade policies, their impact on welfare and employment, factor movements, and economic integration. While emphasis is placed on developing and empirically testing theories, we also discuss major trade-related issues such as the economic effects of globalization, the role of the World Trade Organization, labor and immigration issues, foreign direct investment, and outsourcing. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

ECON 339 International Finance and Open-Economy Macroeconomics

Credit: 0.5 **QR**

This course examines the determination of national incomes, price levels, interest rates, and exchange rates using open-economy macroeconomic models. The course begins with an intensive study of balance of payments accounting and the foreign exchange market, followed by a consideration of the law of one price, purchasing power parity, and uncovered and covered interest parity. The second half of the course will be spent deriving several open-economy macroeconomic models and using these models to discuss important international financial policy issues. These discussions will highlight the interaction of domestic policymakers with important international financial institutions such as the International Monetary Fund, the World Bank, and the Bank for International Settlements. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

ECON 342 Economics of Regulation

Credit: 0.5 **QR**

This course will examine government regulation of the behavior of individuals, firms, industries, and markets. The first half of the course will focus on the economic regulation (and deregulation) of industries and occupations. Examples of government-imposed restrictions on prices, quantities, and the freedom to enter and exit industries and occupations will be drawn from medical services, funeral services, and entertainment industries. The second half of the course will focus on various types of social regulations, focusing on health and safety regulations. Throughout the course, we will explore the economic rationales for the regulations and evaluate their effects upon economic efficiency. Prerequisite: ECON 101 and ECON 102. Offered once every two or three years.

Instructor: Harrington

ECON 343 Money and Financial Markets

Credit: 0.5 **QR**

This course examines U.S. money and financial markets, and their interaction with and influence on prices, real output, employment, and international trade. After an extensive discussion of fixed income pricing and the term structure, the class will consider the operations of financial institutions and the Federal Reserve System. The implementation of monetary policy and its effect on domestic and foreign financial markets, real output, and foreign trade will also be examined. In addition, alternative domestic and international monetary arrangements will be considered. While completing assignments, students will make fairly heavy use of a spreadsheet program such as Excel. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

ECON 344 Labor Economics

Credit: 0.5 **QR**

This course provides an introduction to the economic analysis of labor markets. Topics include: the determinants of labor demand and labor supply; the theory of compensating wage differentials; formation of human capital; discrimination in the work place; public policy toward the work place; and the determinants of earnings inequality. Prerequisites: ECON 101 and 102 or permission of instructor.

ECON 346 Industrial Organization

Credit: 0.5 **QR**

This course provides an introduction to industrial organization, a field that focuses on how firms, interacting through markets, attempt to exploit opportunities for profit. We examine the standard models of perfect and imperfect competition, emphasizing the strategic behavior of the interacting firms. Topics include pricing models, strategic aspects of business practice, vertical integration, and technological change. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

ECON 347 Economics of the Public Sector

Credit: 0.5 **QR**

This course is a study of the public sector in the U.S. economy, featuring government provision of public goods, redistribution of income, and taxation. Students consider the theory that justifies government intervention in a market economy, as well as the reasons for government's tendency to create economic inefficiencies. Specific expenditure programs such as defense, health care, education, social insurance, and welfare are studied, as well as specific taxes. Each student writes a term paper. Prerequisites: ECON 101 and 102 or permission of instructor.

Instructor: Corrigan

ECON 355 Business Cycles

Credit: 0.5

This course explores the patterns of change of the national economy, through business cycle expansions and recessions, and their effects on employment and income. Data on U.S. and worldwide economies will be analyzed to identify regular behavior that characterizes a macroeconomic business cycle. Economic theories will be offered that specify different initial causes of the cycle, some of which are endogenous while others are outside influences such as government policy or technological change. Theories also suggest how the cause is able

to generate the full cycle that affects the macroeconomy. The Great Depression of the 1920s and 1930s will be considered as an extreme example. Recent and current cycles will be considered to understand their causes and characteristics. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

Instructor: Keeler

ECON 357 Economics with Calculus

Credit: 0.5 **QR**

This course introduces students to the tools of derivative and integral calculus used in microeconomics and macroeconomics. These tools include Lagrange Multiplier methods for unconstrained and constrained optimization, Kuhn-Tucker conditions for nonlinear programming, and Hamiltonian functions for problems of dynamic optimization. The course will emphasize the application of the tools of calculus rather than the underlying calculus theory. Therefore, students taking the course are expected to be familiar with derivative and integral calculus, as well as with the main principles of icro- and macroeconomics. Prerequisites for the course are ECON 101, ECON 102, MATH 111, and MATH 112, or permission of the instructor. Offered every other year.

Instructor: An

ECON 358 Economics of Health

Credit: 0.5 **QR**

This course examines the economic aspects of the production, distribution, and organization of health-care services. Topics include measuring output; structure of markets; demand for, supply of, and pricing of services; and financing mechanisms and their impact on the relevant markets. Analysis will also focus on government policy toward health care and public health, its impact upon institutions and resource allocation, and major policy alternatives. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

Instructor: Treber

ECON 373 Economic Growth

Credit: 0.5 **QR**

This seminar examines the sources, process, and implications of sustained growth of incomes. Adam Smith's Wealth of Nations was an early analysis of how economies grew richer, and the field has developed to explain why there are differences in standards of living across countries. We will consider several theories of the process of economic growth, and balance that with empirical evidence on performance of current theory. We will analyze how population growth, technological change, investment in physical and human capital, government policy, and the quality of institutions affect growth. Discussion on the implications of economic growth for globalization, environmental conditions, and income inequality will figure in our evaluation of the effects of economic growth. Prerequisites: ECON 101 and ECON 102.

ECON 375 Introduction to Econometrics

Credit: 0.5 **QR**

This seminar studies the empirical testing of economic models. Emphasis will be given to linear regression techniques, special problems associated with estimating economic relationships, and interpretation of the results. Each student will undertake and report on a research project. Prerequisites: a semester of college statistics, ECON 101 and ECON 102, or permission of the instructor.

ECON 378 Economics of Women and Work

Credit: 0.5

This seminar examines the role of women in the labor market and how that role has changed over time. This examination involves a comparison of women and men with respect to labor supply (for both market and nonmarket work), wage rates, occupational choices, and unemployment levels. The seminar evaluates economic models that attempt to explain these differences between labor market outcomes for men and women. Finally, the seminar examines some public policy proposals that are aimed at remedying gender differences in work opportunities and pay. Each student will write and present a seminar paper. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

Instructor: Krynski

ECON 383 American Economic History

Credit: 0.5

This seminar examines the American past with special emphasis on issues such as the influence of the Constitution on economic growth, welfare, and income distribution; the economics of slavery and the post-emancipation plight of blacks in the economy; and twentieth-century economic policy, with special emphasis on the Great Depression. Each student will write and present a seminar paper. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

ECON 385 Sports Economics

Credit: 0.5

This seminar will explore professional and amateur sports from an economic perspective. Aside from recreational and entertainment appeal, the sporting world provides a wealth of applications to several fields in economics. For example, this course will cover topics in industrial organization (antitrust and franchising), public finance (stadium financing), and labor economics (labor market discrimination), among others. This will give students an opportunity to apply theory covered in the core courses of the economics major to explain developments in the world of sports. The course will consist of lectures, readings, class discussions, and assessments including indvidual research papers and class presentations. Prerequisites: ECON 201 and ECON 205 or 375, or permission of the instructor. Offered every other year.

Instructor: Treber

ECON 386 Economics of Health

Credit: 0.5

This seminar examines the economic aspects of the production, distribution, and organization of health-care services. Topics include measuring output; structure of markets; demand for, supply of, and pricing of services; and financing mechanisms and their impact on the relevant markets. Analysis will also focus on government policy toward health care and public health, its impact upon institutions and resource allocation, and major policy alternatives. Each student will write and present a seminar paper. Prerequisites: ECON 101 and ECON 102, or permission of the instructor.

ECON 393 Individual Study

Credit: 0.5

This course is for students who wish to do advanced work beyond regular courses or to study subjects not included in course offerings. Prerequisites: ECON 101, ECON 102, and permission of both the instructor and the chair of the department.

ECON 397 Junior Honors Seminar

Credit: 0.5 **QR**

This seminar is for juniors who are candidates for honors in economics. Students undertake a series of research projects, write papers, and discuss the results of their research with fellow students. Prerequisites: junior standing and permission of instructor.

ECON 440 Capstone Seminar in Public Policy

Credit: 0.5

This seminar brings together a political scientist and an economist to consider how these disciplines approach the study of public policy. The course will concentrate on applying both of the disciplines to the study of a selection of public policies ranging from poverty to budget deficits or globalization. We will explore the substantive issues and the process of governmental policymaking in specific policy domains. How is policy made? What should the policy be? The work of scholars in each discipline will be studied to better understand the differences in approaches and to consider the potential for combining them. What does political science contribute to the study of economic policymaking? What can the tools and perspective of economics contribute to the study of a topic like welfare reform or global warming? This seminar is required for students completing the Public Policy Concentration, and it is open to other seniors. Prerequisites: ECON 101, ECON 102, and one course in American politics, or permission of instructors. Note: this course is cross-listed as PSCI 440.

ECON 493 Individual Study

Credit: 0.5

This course is for students who wish to do advanced work beyond regular courses or to study subjects not included in course offerings. Prerequisites: ECON 101, ECON 102, and permission of both the instructor and the chair of the department.

ECON 497 Senior Honors Seminar

Credit: 0.5 **QR**

This seminar is for seniors who are candidates for honors in economics. Students undertake a series of research projects, write papers, and discuss the results of their research with fellow students. Prerequisites: Junior Honors Seminar, senior standing, and permission of instructor.

Some recently offered special topics include:
Crisis and Response

English

Humanities Division

The Department of English teaches students to read with active understanding and wide appreciation, to write with clarity and grace, and to explore themselves and the world through the intensive study of literature.

New Students

ENGL 103 and 104 are designed for students beginning the serious study of literature at the college level, and as such are especially appropriate for first-year students. Either ENGL 103 or ENGL 104, or junior standing, is a prerequisite for further study in English at Kenyon. Students may register for a maximum of 1 unit of 100-level courses in English, and students may not go back to take a 100-level course after taking a 200-level course.

ENGL 210-289

Students who have taken ENGL 103 or ENGL 104 may advance to one of the courses numbered 210-289. These courses have been designed for and are limited to sophomores and first-year students. Like the department's 100-level courses, these classes are small in size, so that classroom interaction can be discussion-centered and so that instructors can devote more time to helping students with their writing. These courses provide an introduction to fundamental terms, techniques, and methods for the advanced study of literature. Students may expect to learn some of the following: how to do a close reading of a literary text, how to conduct research in literary study (including an introduction to library and information resources, and basic reference tools), some of the basic principles of different approaches to literary criticism, important terms used in literary analysis (including prosody in poetry courses), and the proper documentation of sources. While the subject matter of these courses sometimes parallels that of courses for upper-level students (e.g., Shakespeare, postcolonial literature), all are intended as introductions to a focused and intensive consideration of particular genres, themes, periods, or critical questions.

Requirements for the Major (Class of 2012, 2013, or 2014)

English majors in the Classes of 2012, 2013, and 2014 are required to complete a minimum of 5.0 units (ten courses total) offered or approved by the department. English majors are required to complete the following requirements:

- To pass the Senior Exercise.
- To take at least 1 unit in each of the following historical periods (please see the English Major Distribution Requirements link or check specific course descriptions to see which requirements they satisfy):
  - Pre-1700
  - 1700-1900
  - Post-1900
- To take .5 unit in courses designated "Approaches to Literary Study." Courses in this category foreground a variety of methods, critical paradigms, and theories for reading and analyzing literature, language, and culture. They are intended to help students think self-consciously and more systematically about tools and methods that can be applied broadly within the discipline. Such courses will be designated as meeting the "Approaches to Literary Study" requirement in their course description. The .5 unit of coursework in "Approaches to Literary Study" may not also count toward the historical distribution requirement.
- To select at least three additional elective courses from among any of the department's offerings above the 100-level. Based on the individual curricular choices they have made within the major, students may petition to have a maximum of .5 unit of literature courses taken in a department other than the English Department count toward their major as an elective. Students will need to present solid arguments about how and why such courses are integrated with the English major.

Requirements for a Major with Emphasis in Creative Writing (for all classes)

Students wishing to major in English with an emphasis in creative writing are required to complete the following:

- To meet all requirements for the regular English major.
- To take as two of their elective courses before the spring semester of their senior year:
  1. One section of ENGL 200 (Introduction to Writing Fiction), ENGL 201 (Introduction to Writing Poetry), ENGL 202 (Creative Nonfiction), or ENGL 203 (Fiction and Other Hybrid Forms).
  2. One section of ENGL 300 (Advanced Fiction-Writing) or ENGL 301 (Advanced Poetry-Writing)
- To complete significant creative work in fulfillment of the Senior Exercise or for their honors project.

Qualified seniors who have taken both introductory and advanced creative writing workshops may, with faculty approval, pursue an Individual Study in creative writing (ENGL 493); this course is not available to students who have not taken both workshops. Students who are unable to take the advanced creative writing workshops may petition the Department of English to count two introductory workshops in a single genre as fulfillment of the requirements for the Emphasis in Creative Writing, as long as these workshops have been taken with different instructors.

Requirements for the Major (Class of 2015 and after)

English majors are required to complete a minimum of 5.5 units (eleven courses total) offered or approved by the department. To graduate as English majors, students must meet the following requirements:

- Completion of .5 units of ENGL 103 or 104;
- Completion of at least 5 units above the 100-level, 3.0 units of which should be at the 300-level or above; the remaining units may be completed at the 200-level or above, at the discretion of the student in consultation with his/her advisor;

- Distribution of coursework above the 100-level must fulfill the following criteria:
- Completion of at least 1 unit (2 courses) of study of literature written in each of the following historical periods (please see the English Major Distribution Requirements link or check specific course descriptions to see which requirements they satisfy):
  - Pre-1700
  - 1700-1900
  - Post-1900
- Completion of .5 unit in courses designated "Approaches to Literary Study." Courses in this category foreground a variety of methods, critical paradigms, and theories for reading and analyzing literature, language, and culture. They are intended to help students think self-consciously and more systematically about tools and methods that can be applied broadly within the discipline . Such courses will be designated as meeting the "Approaches to Literary Study" requirement in their course description. The .5 unit of coursework in "Approaches to Literary Study" may not also count toward the historical distribution requirement.
- Completion of at least three additional elective courses from among any of the department's offerings above the 100-level. Based on the individual curricular choices they have made within the major, students may petition to have a maximum of .5 unit of literature courses taken in a department other than the English department be counted toward their major as an elective. Students will need to present solid arguments about how and why such courses are integrated with the English major.
- Completion of the Senior Exercise in English.

ENGL 200, 201, 202, 300, and 301 (Creative Writing)
Admission to all creative writing courses, introductory and advanced, is based on the submission of a writing sample and permission of the instructor. ENGL 200 or 202 is a prerequisite for ENGL 300; ENGL 201 is a prerequisite for ENGL 301. Creative writing courses are open to non-majors; first-year students may submit writing samples and seek permission to enroll in second-semester courses only. For specific course offerings, sample requirements, and submission deadlines, check with the English Department administrative assistant.

Senior Exercise

In order to meet the college-wide Senior Exercise requirement, the English Department requires its majors both to take an examination based on a set reading list and to write either a nine- to twelve-page critical essay or a creative project of similar length and scope. The English Department regards the examination and critical essay/creative project as equally important. English majors working toward an emphasis in creative writing must complete a creative project; only those who have met the other requirements for the emphasis will be permitted to submit creative work for the Senior Exercise.

The examination is based on a short reading list of a major work or set of lyric poems by twelve different writers; it will be completed in two timed sittings, normally on the Saturday of the week after spring break. The morning two-hour examination will consist of short-answer questions, and a short essay, as well as identifications of and brief commentary on passages reproduced from works on the reading list. The afternoon two-hour examination will require students to write an extended essay analyzing a lyric poem by one of the poets on the reading list. The reading list will be different for each graduating class, so students should request from the chair of the English Department the reading list for their particular class.

In addition to taking the examination, each English major will also submit a critical essay or creative project. Proposals for the essay/creative project (a brief description of the topic, including authors, works, and critical problems to be addressed, or the nature of the creative work to be pursued) are due in fall semester; they will be evaluated by a department committee to ensure that the proposed essay/project is appropriate for a culminating exercise in the English major. Student work on the critical essay or creative project should be undertaken and completed independently.

Honors

Students of demonstrated ability who would like to undertake more independent work are encouraged to enter the Honors Program. Please see the description for the Honors Program in English, available from the department administrative assistant, for details.

Kenyon/Exeter Program

The department directs a year-long program of study at the University of Exeter in England for junior majors and non-majors who qualify for admission. A member of our department teaches at the university, conducts seminars for Kenyon students, leads numerous co-curricular excursions, and administers the program. See the director of the Center for Global Engagement or the department chair for more information.

English Major Distribution Requirements

Please use this link to see the courses that fill each distribution requirement for the major or check specific course descriptions to see which requirements they satisfy.

Note: Courses marked by asterisks fulfill more than one requirement. However, in any individual student's major, an asterisked course can be counted in one category only. Therefore, the student must choose which distribution requirement will be fulfilled with the course in question.

English Courses

ENGL 103 Introduction to Literature and Language

Credit: 0.5

Each section of these first-year seminars approaches the study of literature through the exploration of a single theme in texts drawn from a variety of literary genres (tragedy, comedy, lyric poetry, epic, novel, short story, film, autobiography, etc.) and historical periods. Classes are small, offering intensive discussion and close attention to each student's writing. Students in each section are asked to work intensively on composition as part of a rigorous introduction to reading, thinking, speaking, and writing about literary texts. During the semester, instructors will assign frequent essays and may also require oral presentations, quizzes, examinations, and research projects. Students may take any two sections of ENGL 103 or ENGL 104 to fulfill their humanities distribution requirement or they may complete their humanities requirement with either ENGL 103 or ENGL 104 plus another ENGL course. This course is not open to juniors and seniors without permission of the department chair. Offered annually in multiple sections.

ENGL 104 Introduction to Literature and Language

Credit: 0.5

Each section of these first-year seminars approaches the study of literature through the exploration of a single theme in texts drawn from a variety of literary genres (tragedy, comedy, lyric poetry, epic,

novel, short story, film, autobiography, etc.) and historical periods. Classes are small, offering intensive discussion and close attention to each student's writing. Students in each section are asked to work intensively on composition as part of a rigorous introduction to reading, thinking, speaking, and writing about literary texts. During the semester, instructors will assign frequent essays and may also require oral presentations, quizzes, examinations, and research projects. Students may take any two sections of ENGL 103 or ENGL 104 to fulfill their humanities distribution requirement or they may complete their humanities requirement with either ENGL 103 or ENGL 104 plus another ENGL course. This course is not open to juniors and seniors without permission of the department chair. Offered annually in multiple sections.

ENGL 199 Writing for the Humanities

Credit: 0.25

ENGL 200 Introduction to Fiction Writing

Credit: 0.5

This course is a workshop-style seminar that introduces students to the elements of fiction writing. The course begins with exercises emphasizing various aspects of fiction: place, dialogue, character. Students then write a story based on a situation suggested by the instructor. Later they devise and revise a work of their own. The course assumes a basic English writing competence. It is not a composition course. An important goal is developing the sense of an audience. The course also requires a mature approach to offering and receiving criticism. Prerequisite: submission of writing sample and permission of the instructor. Check with the English department administrative assistant for submission deadlines. Offered annually in multiple sections.

Instructor: Kluge,McAdams,Smith

ENGL 201 Introduction to Poetry Writing

Credit: 0.5

This course begins with two premises: (1) that students of the craft of poetry should be challenged to write in as many different ways as possible, and (2) that students are individual writers with different needs and goals. In this course, we will study a wide variety of poetry. Regular writing exercises will encourage students to widen their scope and develop their craft. The course will emphasize discovering the "true" subject of each poem, acquiring the skills needed to render that subject, understanding the relationship between form and content, and, finally, interrogating the role and function of poetry in a culture. In addition to weekly reading and writing assignments, students will submit a process-based portfolio demonstrating an understanding of the revision process and a final chapbook of eight to twelve pages of poetry. Prerequisite: submission of writing sample and permission of the instructor. Check with the English department administrative assistant for submission deadlines. Offered annually in multiple sections.

Instructor: Clarvoe, McAdams, Staff

ENGL 202 Creative Nonfiction Workshop

Credit: 0.5

Students in this workshop will write imaginative nonfiction in any of its traditional forms: memoirs, reflections, polemics, chronicles, idylls, lampoons, monographs, pamphlets, profiles, reviews, prefaces, sketches, remarks, complaints—anything but the traditional college essay. As in other writing workshops, attention in class will be paid above all to the writing itself, word by word, sentence by sentence. Prerequisite: submission of writing sample and permission of the instructor. Check with the English department administrative assistant for submission deadlines. Offered annually.

Instructor: Hyde, Staff

ENGL 203 Creative Writing Workshop: Fiction and Other Hybrid Forms

Credit: 0.5

This course is a workshop in which students will experiment with writing that bridges some of our usual ideas about genre. Hybrid writing deliberately mixes fictional technique with nonfiction, essay, and lyric. It is the literary form of our time, in which story, wit, and meaning emerge from the collapsing distinction between the fictive and the factual. Hybrid form is variously categorized as fiction, memoir, New Journalism, lyric essay, autobiography, nonfiction novel, prose poetry. It can draw on philosophy, reportage, memoir, scholarship, blogging, and other forms of nonfiction prose, but it's always working with the pleasures and skills associated with fiction and lyric: voice, character, place, language. We'll look at some good practitioners (examples are Lydia Davis, David Foster Wallace, Dave Eggers, Maxine Hong Kingston, Edward P. Jones, Philip Roth) as we focus on questions of finding shape, structure, and art when the old lines of genre have been blurred. The course requires openness to giving and receiving criticism, and is intended to extend the craft possibilities for students working in creative writing. Prerequisites: submission of a writing sample and permission of instructor. Check with the English department administrative assistant for submission deadlines. Offered annually.

Instructor: Vigderman

ENGL 210 Proper Ladies and Women Writers

Credit: 0.5

"We think back through our mothers if we are women," Virginia Woolf writes in *A Room of One's Own*. Taking Woolf's meditation on women and creativity as our point of departure, we will examine a range of fictional, poetic, and polemical writing produced by British women from the late eighteenth century through the early twentieth century, a period that witnessed increases in the literary and cultural opportunities available to women writers, as well as challenges to those opportunities. We will explore debates over "proper" education for women; the role of culturally sanctioned "plots" (most notably, romance and marriage plots) in shaping women's lives and narratives; complex negotiations between public and private experience, particularly between work and domesticity; and the aims and achievements of women's activist and political writings. When has it been possible—or desirable—for women writers to "think back through [their] mothers"? If a tradition of women's writing exists, what motivates and characterizes it? How did these women writers create new plots—or terminate familiar ones—in response to incommensurable or uncontainable desires and allegiances? How did these writers respond to traditions they inherited from their predecessors, whether male or female? Course authors will include Woolf, Wollstonecraft, Austen, Gaskell, Eliot, and Barrett Browning, among others. Students will write two essays and a final exam. This course fulfills a requirement for the women's and gender studies concentration and meets the "approaches to literary study" or the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered annually.

Instructor: Heidt

ENGL 211 Autobiographical Theory and Practice

Credit: 0.5

Autobiographical writing allows us to study the complicated cultural and personal dynamics of self-making, as individual authors define (and show themselves to have been defined by) their socio-historical circumstances. How do writers confront or capitalize on such intersections of the personal and the historical? How and why do autobiographers translate life experiences into writing? How do they grapple with elements of experience that are difficult to represent in language? Is truth necessary to—or even possible in—autobiographical writing? How have writers' gendered, sexualized, classed, raced, or geographically located identities shaped the possibilities and purposes of autobiographical narrative? And where is the line between autobiography and biography? In this survey of classic and experimental autobiographical texts, as well as of major developments in auto/biographical theory, we will consider broad questions of identity, time and memory, and narrative through close attention to specific works' subjects, structures, and histories. Authors may include Augustine, Thomas De Quincey, Harriet Jacobs, Gertrude Stein, Virginia Woolf, Vladimir Nabokov, Malcolm X, Maxine Hong Kingston, and Art Spiegelman, among others. Students will write two essays and several reading response papers, and will lead one class discussion. This course meets the "approaches to literary study" or the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL104. Offered every third year.

Instructor: Heidt

ENGL 212 Introduction to Literary Theory

Credit: 0.5

What gives a literary text its meaning? Does a text simply contain meaning, or is that meaning shaped by social contexts, history, even the act of reading itself? Literary theory attempts to answer these questions by examining the ways in which we interpret the texts we read. This course will introduce students to some of the most important movements in literary theory over the last century, using case studies of Shakespeare's *The Tempest*, Mary Shelley's *Frankenstein*, and poetry by Elizabeth Bishop and William Wordsworth. This course meets the "approaches to literary study" requirement. It is open only to sophomores and first-year students who have taken ENGL 103 and ENGL 104. Offered every other year.

Instructor: Lobanov-Rostovsky

ENGL 215 Prosody and Poetics

Credit: 0.5

This course introduces students to the fundamentals of prosody and poetics. "Ecstasy affords the occasion" for poetry, Marianne Moore wrote, "and expediency determines the form." We will read poems from a broad range of historical periods in a range of forms (sapphics, syllabics, sonnets, sestinas, etc.), as well as statements by poets, critics, and theorists about the aims and effects of poetic form. In addition to a series of short critical analyses of poetry, students will practice writing in the forms studied. This course meets the "approaches to literary study" requirement. It is open only to sophomores and first-year students who have taken ENGL 103 and ENGL 104. Permission required for first-year AP students. Offered annually.

Instructor: Clarvoe

ENGL 216 Theory of Comedy

Credit: 0.5

This course will introduce students to a range of critical methods, interpretive strategies, and approaches to literature as we explore connections among theories of comedy and comic texts. Jokes, puns, and the language of comedy; the carnivalesque; the role of laughter; the relation of comedy to aggression and violence; the depiction of gender; the comedy of manners; utopian social impulses; and the cultural work of comedy: these issues will shape our attempt to explore traditional and contemporary definitions of the genre. Authors to be studied include Shakespeare, Austen, Wilde, Shaw, O'Connor, Woody Allen, and David Sedaris. This course meets the "approaches to literary study" requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered occasionally.

Instructor: Davidson

ENGL 219 Film as Text

Credit: 0.5

In this course we will discuss film using methods similar to those used in the analysis of literary texts. The purpose will be to examine the language of film and to explore film history and theory. The class will acquire a working use of film terms and basic understanding of both narrative structure and formal elements. We will look at how Hollywood has shaped and reshaped melodrama as well as at nonmelodramatic cinema, including films from other countries. In addition to regular classes, weekly evening film screenings will be held and are mandatory. This course may be counted as credit for the major by students in English or in the Department of Dance and Drama. This course meets the "approaches to literary study" requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered in most years.

Instructor: Vigderman

ENGL 220 Studies in Shakespeare

Credit: 0.5

An introduction to the major plays, this course emphasizes questions of language and modes of reading as the entryway into key themes and topics (e.g., gender, identity, kin/g/ship, desire) within the Shakespearean corpus. An initial in-depth study of a single play will enable us to acquire a base knowledge of rhetorical strategies, considerations of performance, and thematic development that we will subsequently apply to our readings of other plays. Assignments reinforce reading strategies and may offer opportunities to incorporate elements of Shakespearean studies into creative writing. This course meets the pre-1700 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 and ENGL 104. Offered annually in multiple sections.

Instructor: Davidson, L.-Rostovsky

ENGL 224 Chaucer: Canterbury Tales

Credit: 0.5

Chaucer's final great work (profound, moving, sometimes disturbing, often hilarious) can be considered both a medieval anthology and a framed, self-referential narrative anticipating modern forms and modern questions. Reading in Middle English, and exploring the social and historical contexts of Chaucer's fictions, we will pay special attention to Chaucer's preoccupations with the questions of experience and authority, the literary representation of women, the power of art, and the status of literature itself. This course meets the pre-1700 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered two of every three years.

Instructor: Mankoff

ENGL 231 Elizabethan Age

Credit: 0.5

This course examines the profound cultural matrix that shaped the golden age of English literature. The course will focus on nondramatic poetry, especially that of Sidney, Shakespeare, and Spenser, with attention to the development of the Renaissance lyric and the Renaissance conception of the vocation of poet. The sonnet will be studied extensively in relation to gender and love relations, and to the cult of the individual. We will also examine the origins of Elizabethan drama and the relation of emblem, allegory, and spectacle to Elizabethan drama and epic. How does Elizabethan literature represent, celebrate, and critique the power relations found in Renaissance social institutions? Using contemporary critical and cultural theory, we will analyze the roots of Elizabethan nationalism, the emergence of London as a central literary milieu, and the iconic dominance of Queen Elizabeth in the literary and cultural landscape of the late sixteenth century. Students who have taken another course under this number may receive credit for this. This course meets the pre-1700 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 and ENGL 104. Offered two of every three years.

Instructor :Davidson, Mankoff

ENGL 232 Renaissance Poetry: Forty-Two Ways to Read a Renaissance Poem

Credit: 0.5

This study of the Renaissance poem opens up a delicate world of intensely structured language. We will develop strategies of micro- and macro-reading for understanding how sparks of meaning lattice across a poem to create a whole effect: we will see how a single letter can change everything, how much a single word can do, a single line, a stanza within a poem, an entire sonnet within a series of sonnets. We will explore ways poems draw us into their worlds by transforming us into the "I" of the lyric speaker, by articulating our own emotions in a beautiful and intricate arrangement of words designed to amplify or soothe. In the light of early modern poetic studies as well as contemporary methodologies (e.g. George Puttenham, Roman Jakobson), this course examines the major Renaissance poetic movements and poetics of the sixteenth and early seventeenth centuries, including the works of sonneteers, popular ballad writers, the Cavalier Poets, the Metaphysical Poets, and others. This course meets the "approaches to literary study" or the pre-1700 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 and ENGL 104. Permission required for first-year AP students. Offered annually.

Instructor: Boeckeler

ENGL 240 Early Eighteenth-Century Literature

Credit: 0.5

We will begin this course by spending several weeks on Jonathan Swift's *Gulliver's Travels* (examining in passing another work of the eighteenth century inspired by *Gulliver's Travels*, *The Adventures of Baron Munchausen*). Satire is one of the predominant forms of the eighteenth century and finds its grotesque complement in the graphic arts. We will study various examples of visual satire—notably the "progress" narratives of William Hogarth. We will examine the emergence of the novel in this period, focusing on its multi-generic character. We will explore the overlapping of categories— history and fiction, travel and novel, news and novels, philosophy and fiction—in works such as Jonathan Swift's *Gulliver's Travels*, Lady Mary Wortley Montagu's epistolary account of her travels to Turkey, Eliza Haywood's spy/masquerade novel *Fantomina*, and Susanna Centlivre's play about metamorphosis, *A Bold Stroke for a Wife*. Periodical literature first appears in the long eighteenth century. We will explore the phenomenon of spectatorship in this period in relation to the institution of the masquerade, the science and philosophy of empiricism, and the rise of the penitentiary and systems of surveillance. Set in the London prison of Newgate is one of the most unusual satires of the eighteenth century—a ballad opera complete with highwaymen, thief-takers, and prostitutes (Gay's *Beggar's Opera*, the inspiration for Brecht's *Threepenny Opera*). We thus return to Swift (Gay wrote his ballad opera following a suggestion from his friend), but we are never far from Monty Python's *Flying Circus*. This course meets the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 and ENGL 104. Offered annually.

Instructor: Laycock

ENGL 243 Satire, Sensibility, and Enlightenment

Credit: 0.5

This course presents a survey of eighteenth-century literature from Jonathan Swift to such writers of the 1790s and early nineteenth century as Mary Wollstonecraft, Olaudah Equiano, and Maria Edgeworth. Early eighteenth-century literature is dominated by satirical works that ostensibly aim at reform through ridicule, even while the great satirists doubt that such an aim can be achieved. Beginning in mid century, the literary movement of sentimentalism and sensibility rejects the satirical impulse and embraces sympathy, immediacy, and the "man of feeling." Throughout the period—indeed already satirized by Swift and Pope—Enlightenment ideals are explored and debated in a new public sphere. These ideals include progress, secularism, universal rights, the systematization of knowledge, and the growth of liberty through print and education. Through an examination of works in a variety of literary genres (prose and verse satire, periodical essay, novel, tragedy, comedy, descriptive and lyric poetry, and travel writing), the course will introduce students to such authors as Alexander Pope, Joseph Addison, Richard Steele, Samuel Johnson, Oliver Goldsmith, Edmund Burke, and Thomas Gray. This course meets the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered occasionally.

Instructor: Carson

ENGL 251 Studies in Romanticism

Credit: 0.5

This course will focus on the lyric poetry of the Romantic period, from William Cowper to John Keats. We shall also consider criticism, autobiographical writing, essays, and novels by William Wordsworth, Dorothy Wordsworth, Samuel Taylor Coleridge, William Hazlitt, Percy Bysshe Shelley, Mary Wollstonecraft Shelley, and Keats. In this course, we shall investigate two central claims: first, that Romantic poetry is not simply nature poetry but rather philosophical poetry about the interrelationship between natural objects and the human subject; and, secondly, that Romanticism develops a notion of aesthetic autonomy out of very specific political and historical engagements. This course meets the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered annually.

Instructor: Carson

ENGL 254 Literary Women: Nineteenth-Century British Literature

Credit: 0.5

"What art's for a woman?" asks Elizabeth Barrett Browning. Her ques-

tion was echoed by many other writers throughout the nineteenth century, nonetheless—or all the more—a great age for literary women. This course will introduce major writers of the Romantic and Victorian periods, exploring the relationships between their lives and works, and examining issues such as women as readers; the education of women; the changing roles of women in the home, in the workplace, and in the community; the growth of the reading public; and the gendering of authorship. We will consider relations between genres as we read fiction ("Gothic" and "realistic" novels), poetry, letters, journals, biography, autobiography, and essays on education, travel, literature, and politics. Authors will include Mary Wollstonecraft, Maria Edgeworth, Dorothy Wordsworth, Jane Austen, Mary Shelley, Charlotte Bronte, Emily Bronte, Elizabeth Gaskell, Elizabeth Barrett Browning, Florence Nightingale, George Eliot, and Christina Rossetti. This course meets the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered two of every three years.

ENGL 260 Modernism

Credit: 0.5

"Modernism" refers to art that aimed to break with the past and create innovative new forms of expression. The modernists, writing between 1890 and 1939, tried in various ways to make literature newly responsive to the movements of a rapidly changing modern world. Alienated by the upheavals of modernity, or inspired by modern discoveries and developments in psychology, technology, and world culture, modernist literature reflects new horrors and traces new modes of insight. Experimental, often difficult and shocking, moderrnist literature pushes language to its limits and tests the boundaries of art and perception. This course studies the nature and development of modernist literature, reading key texts in the context of the theoretical doctrines and cultural movements that helped to produce them. The key texts include poetry and fiction by T. S. Eliot, Virginia Woolf, James Joyce, Nella Larsen, Marianne Moore, Langston Hughes, William Faulkner, and Ezra Pound. The secondary material includes essays, paintings, and manifestoes produced at the moment of modernism, as well as later criticism that will help explain what modernism was all about. This course meets the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered annually.

Instructor: Matz

ENGL 262 Irish Classics

Credit: 0.5

This course will survey two centuries of "Irish Classics" by reading, in translation, poems and narratives from the vibrant Gaelic literary tradition and by returning to their Irish milieu a number of classic texts that have been conscripted into the canon of "English Literature." We will encounter "the greatest poem written in these islands in the whole eighteenth century," according to one critic—a traditional keen composed by an Irishwoman over the body of her murdered husband—and we will read Maria Edgeworth's *Castle Rackrent*, "the first significant English novel to speak in the words of the colonized," according to another critic. We will ask what happens to Jonathan Swift's *Gulliver's Travels* or Oscar Wilde's glittering *The Importance of Being Earnest* or Bram Stoker's brooding *Dracula* when we restore it to a Hibernian context. We will read a bawdy Irish epic once banned in Ireland, analyze early lyrics by W.B. Yeats, consider Joyce's *Dubliners*, and conclude with some rousing examples of the Irish political ballad. This course fulfills the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered every other year.

Instructor: McMullen

ENGL 263 Writing the Modern City

Credit: 0.5

In this class, we will explore how cities are written—not only how they are written about, but also how they are constructed, both imaginatively and concretely, through disciplines ranging from poetry to architecture. In doing so, we will try to understand how cities give rise to modern literature and to modernity more generally. In the works of novelists that may include Dickens, Bellow, Balzac, Ellison, Joyce, Zadie Smith, Rushdie, and Woolf, we will consider urban landscapes that offer unprecedented economic, political, social, and intellectual opportunities. At the same time, we will see how urban life threatens to increase the commodification of experience and how new organizations of social space impose ever greater levels of control and surveillance, calling for new tactics in both literature and daily life. By reading poets such as Apollinaire, Ashbery, Baudelaire, Brooks, Cullen, Eliot, Hughes, McKay, O'Hara, Williams, and Whitman, we will explore the role of the crowd, its race and its class. Theoretical works by authors such as Jean Baudrillard, Houston Baker, Walter Benjamin, Michel De Certeau, Ann Douglas, Jane Jacobs, Frederick Jameson, Le Corbusier, and Lewis Mumford will frame discussions of literary texts. This course meets the "approaches to literary study" or the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered annually.

Instructor: Hawks, Staff

ENGL 264 Short Story Sequence

Credit: 0.5

Beginning with Sarah Orne Jewett's slender volume of stories, *The Country of the Pointed Firs* in 1896, the twentieth century saw a proliferation of remarkable collections of short stories that are not just gatherings of stories but designed arrangements that make wholes greater than the sums of their parts. The readings will include James Joyce's *Dubliners* because of its importance in defining this genre, but all the others are American. We will begin with Sherwood Anderson's *Winesburg Ohio*, Ernest Hemingway's *In Our Time*, and a pair by John Steinbeck, *Cannery Row* and *Tortilla Flat*, and end with Isabel Allende's *The Stories of Eva Luna*, Alice Monro's *Open Secrets*, and Courtney Brkic's *Stillness*. Raymond Carver and Tim O'Brien will constitute the main course. Class meetings will be conducted in seminar style. Writing will be intensive practice in writing personal essays of literary analysis. The conceptual framework of the course will be a reconstructed formalist study of the texts, but fully informed by historical context. This course meets the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104.

Instructor: Klein

ENGL 265 Introduction to Postcolonial Literature

Credit: 0.5

From *Heart of Darkness* to *Midnight's Children* to *Wide Sargasso Sea* to *Pushing the Bear*, the novel has lent itself to various and provocative imaginings of national identities. Novelists have not only imagined their own nations but they also have imagined "other" nations as well. This class examines how national identities are represented in these novels and to what purpose. We also identify and explore the outer reaches and limitations of postcolonial theory as we apply its critical frameworks to the analysis of nineteenth- and twentieth-century

novels that have come to define and/or challenge national identities in Africa, India, the Caribbean and the United States. This course meets the "approaches to literary study" or the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered every other year.

Instructor: García, Staff

ENGL 270 American Fiction

Credit: 0.5

We will concentrate on American fiction of the nineteenth and the twentieth centuries, tracing its development from Romantic to Modern. Some of the questions we will pose include: How do the American landscape and revolution figure in this genre? How do American writers translate the British Gothic impulse? How do major American cultural/political events—the Civil War, for example—contribute to changes in the genre? How do race, class, and gender affect the way authors shape their fiction? We will read from a broad variety of short stories and novels by writers such as Hawthorne, Melville, James, Crane, Gilman, Ellison and Silko. This course meets the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered annually.

Instructor: Smith

ENGL 271 Confidence Game in America

Credit: 0.5

A confidence man is not necessarily a crook; he is simply someone in the business of creating belief. Abraham Lincoln, rallying the nation to the Union cause, was a confidence man in the good sense; P. T. Barnum, charging people to see his "Fejee Mermaid," was a con man of the shadier sort. But how exactly do we tell the difference between the two? More broadly, how does the story someone tells, and the way that it is told, lead us to believe or to disbelieve? This course will focus on eighteenth- and nineteenth-century writers who both shaped and disturbed American confidence: Benjamin Franklin, Ralph Waldo Emerson, P.T. Barnum, Herman Melville, Henry D. Thoreau, Edgar Allen Poe, and Mark Twain. The term "confidence man" was invented in the United States. It is apt then that we read our own tradition, asking as we go: What is the American story? This course meets the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104.

Instructor: Hyde

ENGL 272 Becoming America: Introduction to U.S Literature, Origins to 1865

Credit: 0.5

This class serves as an introduction to U.S. literary history from before the colonial period through the Civil War. We consider how the literature became "American" at the same time as the nation struggled to transform itself from a disparate collection of diverse and conflicting nationalities, regions, languages, ethnicities, cultures, races, and belief systems into a seemingly homogeneous "American" nation. Along with fiction, we read oral literature, novels, poems, sermons, and essays that span more than 300 years and include literature by American Indians, Latin Americans, African Americans, and writers whose works reflected major literary movements of their time, such as Puritanism, the Enlightenment, Romanticism, Gothicism, and Transcendentalism. This course meets the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered every other year.

Instructor: García

ENGL 273 Introduction to Latin Literature and Film

Credit: 0.5

This course serves as an introduction to the literature and film produced by and about U.S. Latinos, and to the theoretical approaches, such as borderlands theory, which have arisen from the lived experience of this diverse group. By focusing on the Latino experience, and situating it squarely within an American literary tradition, the course examines the intersections of national origin or ancestry with other identity markers such as gender, race, and sexuality. We take an interdisciplinary approach that seeks to connect literature and film with history, political science, psychology, art, sociology, and so on. Thus, students read not only literary works, both visual and written, but also related works in other disciplines that speak to the issues raised by the texts. Specifically, the course critically explores the effects and literary expressions of internal and external migration, displacement and belonging, nation and citizenship, code switching, and other ways in which Latinos have made sense of their experiences in the United States. Beginning with sixteenth-century accounts by Spaniards in areas that would eventually become part of the United States, and moving to the present day, the class familiarizes students with the culture(s) of a group that plays an important role in our national narrative, and with the issues that this group grapples with on our national stage. This course meets the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered every other year.

Instructor: García

ENGL 274 Hope and Hate: Reading Race and Reconstruction

Credit: 0.5

The late nineteenth century was a pivotal moment in African American social and intellectual history. During Reconstruction, African Americans were elected to positions in state and national government. Later in the century, however, unprecedented racial violence threatened the social, political, and economic gains achieved during Reconstruction. As the nation as a whole was still attempting to heal the wounds of sectional division caused by the Civil War, African Americans were also meditating on what it means to be a people. African American literature written during this time incorporates such meditations, chronicling African Americans' attempt to negotiate between the two poles of hope and hate, and urging individual readers to commit to the common cause of racial uplift. This course is meets the 1700-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered every one or two years.

Instructor: Schoenfeld

ENGL 280 American Literary Modernism

Credit: 0.5

Modernist literature was written under the injunction to "make it new." Our discussion will focus on how American modernist writers made it new, and what "it" was, in each case, that they made. We will pay particular attention to the problematics of gender and sexuality and to the permeability of gender boundaries that produced such figures as Djuna Barnes's Dr. O'Connor, T.S. Eliot's Tiresias, and Ernest Hemingway's Jake Barnes. In addition to these three writers, we will read selections from Stein, Faulkner, Hughes, Williams, and Larsen, among others. This course can be used to fulfill requirements in American Studies as well as (in some years) Women's and Gender Studies. This course meets the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered annually.

Instructor: Hawks, McMullen

ENGL 281 Fictions in Black

Credit: 0.5

What are the many ways in which African-American authors have approached the challenge of capturing human experience in narrative? In order to answer this question, this course considers African-American fiction since the middle of the nineteenth century. We will focus on literary works that tend not to receive the attention they ought to have. In doing so, we will deepen our knowledge of the African-American literary tradition as well as cultivate our recognition of that tradition's variety. Authors to be considered will include William Wells Brown, Jessie Fauset, William Attaway, Zora Neale Hurston, Dorothy West, and Charles Johnson, among others. Some knowledge of African-American history (literary, historical, and general) or other related fields is helpful, though certainly not necessary. This course meets the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered every third year.

Instructor: Mason

ENGL 282 Beyond Borders: Introduction to Trans-American Literature

Credit: 0.5

This course examines the literatures of the Americas through the critical lenses of contact zone, border, and transnational theories. From Laura Esquivel's *Malinche* to Juan Rulfo's *Pedro Paramo* to Rudolfo Anaya's *Bless Me, Ultima* to Esmeralda Santiago's *America's Dream* this class explores the clashes between races, cultures, genders, classes, nationalities, and worldviews that characterize this richly creative region, both in the hemispheric and U.S. sense of "America." By examining mostly novels but also poetry, including the love poems of Pablo Neruda, we will seek a better understanding of this richly creative and fascinating area of literary study. This course meets the "approaches to literary study" or the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104.

Instructor: García

ENGL 283 Introduction to Native American Literature

Credit: 0.5

Through literature and film, this course offers an introduction to contemporary Native American culture. We will screen several films, including Sherman Alexie's *Smoke Signals*, Arlene Bowman's *Navaho Talking Picture*, and short films by emerging Native filmmakers. Our readings will include works by writers visiting campus (recent visitors have included Gordon Henry, Diane Glancy, Diana Garcia, LeAnne Howe, and Allison Hedge Coke). We will take an interdisciplinary approach, locating these texts and authors within their appropriate historical and cultural contexts and focusing on issues of identity, sovereignty, and community. We'll also consider the ways Indians are depicted in and respond to popular culture. Other texts will include the anthology *Nothing But the Truth*, Louise Erdrich's *Tracks*, Gordon Henry's *The Failure of Certain Charms and Other Disparate Signs of Life*, and Sherman Alexie's *Smoke Signals: A Screenplay*. This course meets the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104.

Instructor: McAdams

ENGL 284 Demons, Great Whiles, and Aliens Representing American Fear

Credit: 0.5

This course engages questions such as: "How has the United States represented fear, and why?" "What are the major themes in American horror?" "What is the relationship of American horror to American history and to ongoing national issues, such as those involving race, class, sexuality, gender, etc.?" To answer these questions, we do close readings, read critical essays, and apply historicist and cultural-studies approaches to examine specifically "American" novels, short stories, and films, that seek to incite fear in one way or another. We look at canonical works, such as those of Edgar A. Poe and Nathaniel Hawthorne, and also at works considered "mass market," such as those of Stephen King and the film *Jaws*. Our mission is to uncover how these texts are cast as specifically "American" and why this is significant to our understanding of the texts and their historical contexts. We also compare how the written and visual "fears" between the texts, and between written texts and films, work differently and similarly. This course fulfills either the 1700-1900 or the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered every year.

Instructor: García

ENGL 286 Transgressive Friendships in American Literature

Credit: 0.5

Race, class, gender, religion: these categories can be the basis of identity politics that divide as much as they unite. This course will consider the significance in American literary texts of friendships that transgress these categorical divisions. We will contemplate what makes such transgression possible in individual instances, and why these instances are so exceptional. We will expand the discussion to explore the tension between the individual and the community in the formation of identity. Texts are likely to include: Mark Twain's *Huckleberry Finn*, Ernest Hemingway's *The Sun Also Rises*, Toni Morrison's *Sula*, Langston Hughes' and Zora Neale Hurston's play "Mule Bone," Toni Morrison' s short story "Recitatif," and others. This course meets the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered every other year.

Instructor: Schoenfeld

ENGL 288 Introduction to African-American Literature

Credit: 0.5

This course introduces students to the literature written by African Americans between 1845 and 1940. Rather than approach this material as a survey would, this course focuses instead more narrowly on central texts indispensable to any further study of African-American literature. Our goal will be to engage a limited number of texts and authors, but to do so in a deeper and more detailed fashion than a survey course would allow. Writers to be covered include, but are not limited to, Frederick Douglass, Harriet Jacobs, Charles Chesnutt, W.E.B. Du Bois, Langston Hughes, Jean Toomer, Nella Larsen, Zora Neale Hurston, and Richard Wright. This course meets the 1700-1900 or the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered annually.

Instructor: Mason

ENGL 289 American Novel, 1950-Present

Credit: 0.5

This course involves close examination of ten American novels written after World War II. Consideration will be given to styles and methods:

the authorial choices that make the novels what they are. Beyond this, however, we'll examine these novels as comments on American life. The reading list may be organized around a specific theme—politics, ethnic experience, sport, small-town life—or a combination of themes. In any case, the study of authors whose place in or out of the canon has not yet been determined should give the class an opportunity for intelligent, critical reading. This course meets the post-1900 requirement. It is open only to sophomores and first-year students who have taken ENGL 103 or ENGL 104. Offered every other year.

Instructor: Kluge

ENGL 300 Advanced Fiction Writing

Credit: 0.5

This workshop will focus on discussion of participants' fiction as well as on exercises and playful experimentation. Principally, we will be concerned with how stories work rather than what they mean. This perspective can prove a useful lens for reconsidering works long accepted as "great," and a practical method for developing individual styles and strategies of writing. Prerequisite: ENGL 200 or ENGL 202, submission of a writing sample and permission of the instructor. Check with the English department administrative assistant for submission deadlines. Offered annually.

Instructor: Lynn, Staff

ENGL 301 Advanced Poetry Writing

Credit: 0.5

This course sets out to trouble your assumptions—both conscious and unrecognized—about poetry: writing it, reading it, responding to it; its purpose, its nature, its public and private selves. We will explore revision in the fullest senses of the word, aiming not only toward compression and economy but toward expansion and explosion, toward breaking down the boundaries between what constitutes—for you as writer and reader—poem and not-poem. We will reverse the usual order of things: our workshopping will focus on canonized poems, and you should expect to engage fully in your role as poet-critic when you respond to classmates' work, approaching it as you approach texts in the literature classroom. We will explore poetry's technologized face through blogs and webzines, even as, Luddite-like, we hand write, cut, paste, find, and memorize poetry. This class requires intensive reading (and attendant thoughtful response) in poetry and poetics, enthusiastic engagement with exercises in critique, revision, and poem-making, and a final project, demonstrating your advancement as both critic and poet during the course of the semester. Texts will likely include several volumes of contemporary poetry, selected critical essays, manifestoes, writings on process, and readings by visiting writers. Prerequisites: ENGL 201, submission of writing sample in, and permission of the instructor. Check with the English department administrative assistant for submission deadlines. Offered annually, in one or two sections.

Instructor: Hawks,Clarvoe,McAdams

ENGL 310 Narrative Theory

Credit: 0.5

Why do we tell stories—and why do we do it the way we do? What psychological desires do our narratives express? How do they help us to generate our collective cultures, to frame our individual lives, to recreate the past, and to imagine the future? What political dictates do our narratives obey, and how do they constitute political resistance? What are the different genres of narrative, and what elements define them? This course asks these and other such questions in order to study the nature, purpose, and effects of narrative, from a range of theoretical perspectives. We will study the history of the English novel (its development out of spiritual autobiographies, news sheets, and capitalist individualism), the categories of "narratology" (the formal study of narrative), the politics of narrative according to Marxists, feminists, neo-Victorians, and New Historicists, the psychology of narrative (according to the Freudians, behavioral therapists, cognitive scientists), and the structure of narrative as described in schools of criticism from formalism and deconstruction to film theory. Readings will include selections from *The Rise of the Novel* by Ian Watt, *Narrative Discourse* by Gerard Genette, *S/Z* by Roland Barthes, *Reading for the Plot* by Peter Brooks, *The Sense of an Ending* by Frank Kermode, *The Dialogic Imagination* by Mikhail Bakhtin, and *Dreaming by the Book* by Elaine Scarry. This course meets the "approaches to literary study" requirement. Prerequisite: junior or senior standing; or ENGL 103 or ENGL 104. Offered annually.

Instructor: Matz

ENGL 312 Postmodern Narrative

Credit: 0.5

Through discussion and occasional lecture, this course will examine some of the aesthetic strategies and cultural concerns of postmodern narrative: the critique of representation and a consequent focus on fictionality, textuality, intertextuality, and the act of reading; subversion of "master narratives" and the release of multiplicity and indeterminacy; preoccupation with the discursive construction of the human subject and the interrelationship of language, knowledge, power; and the interpenetration of history and fiction, theory and literature, "high" art and mass culture. We will consider such writers as Italo Calvino, Angela Carter, J.M. Coetzee, Maxine Hong Kingston, Vladimir Nabokov, Manueal Puig, Ishmael Reed, Salman Rushdie, and Jeanette Winterson. We will also engage various theorists and critics of the postmodern (Barthes, Lyotard, Jameson, Eagleton). This course meets the "approaches to literary study" or the post-1900 requirement in English. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered occasionally.

ENGL 313 Land, Body, Place in Literature and Film

Credit: 0.5

In Esselen/Chumash writer Deborah Miranda's wildly original love poem "I Dreamt Your True Name," the land longs for the aboriginal body that has been driven away. We are accustomed, in exploring the literature of place, to consider the ways writers mourn for the places they have left behind, whether by choice or by force. But the inverse—that the land might grieve for us—is a startling notion. In this course, we will explore texts that foreground essential connections between land and body, focusing on writers outside the Western canon. Important concerns in the class will include historical and culturally constructed connections between gender and nature, environmental racism, and the erotics of landscape. While our course readings will cover great distances, from South Africa, New Zealand, and India to Alaska and the Southwest, students will also be expected, through independent projects, to attend to the local. Primary texts will likely include three films, *Water*, *The Color of Paradise*, and *Brokeback Mountain* (along with selections from Annie Proulx's *The Wyoming Stories*), novels by J.M. Coetzee, Keri Hulme, and Helena Viramontes, Linda Hogan's poetry collection *The Book of Medicines*, and Leslie Marmon Silko's autobiography of place *Storyteller*. Secondary sources will include readings in ecocritical, queer, and race theories. This course meets the "approaches to literary study" or the post-1900 requirement.

Prerequisite: junior or senior standing or ENGL 103 or ENGL 104.
Instructor: McAdams

ENGL 314 Language Theory and Literature

Credit: 0.5

In what ways is speaking the same thing as performing an action, like hugging or stabbing someone? What special kinds of language do we use to express the inexpressible, like God or love? What is the relation of symbols to the things they represent, and what is their ontological status as things themselves in the 'real' world? Are metaphors something extra added to spruce up less colorful speech, or is everyday speech itself inherently metaphorical? Is there a semantic connection between words that sound alike (homonyms, e.g., I/eye/ay) or have the same letters (anagrams, e.g., listen/silent)? Is language inherently gender-biased? This course examines theories and assumptions about language in order to illuminate the meanings of texts in which we find them at work. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every two years.
Instructor: Boeckeler

ENGL 315 The History of the Book

Credit: 0.5

"To be, or not to be, I there's the point,/ To Die, to sleepe, is that all? I all..." In the Quarto version of Shakespeare's Hamlet, that really is all. Can this version of the most famous soliloquy of all time really be deemed a legitimate part of Hamlet? If other lines from the Quarto have become a recognizable part of the play, why not these? What is Hamlet? We are not accustomed to dealing with textual variation, even though multiple variants of the "same" stories existed and still persist as the norm of writing rather than the exception. If we gather evidence for our arguments from the individual words of a text, what do we do when words vary widely among multiple, equally authoritative texts? How can a conscientious student perform a close reading of only one text, knowing full well that other variations could undermine it? This course investigates questions about textual production using multiple editions, guided by the idea that meaning depends in part on the way a text is created and visually appears. A significant portion of class time will be spent with the touch of the real in Special Collections. We draw on textual variants to inspect shifting notions of authorship and audience, manuscript vs. print production, the performativity of texts, content and its visual representation, attitudes towards textuality, authorial control, concepts of orality and literacy, and historical contexts for the dissemination of narratives. Our goal is to become proficient at productively exploiting variation, rather than being overwhelmed by it. This course meets the "approaches to literary study" requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. May be offered every other year.

ENGL 316 Postcolonial Poetry

Credit: 0.5

This course will examine primarily Anglophone poetry written by Caribbean, African, and South Asian poets during the twentieth century, a period marked by assertions of new national and cultural identities as colonized nations achieved political independence from imperial powers. Students will consider how indigenous cultural expressions from these regions interact with European forms and traditions, and how such encounters transform both indigenous and imperial cultural forms. How do poets "write back" to the metropole to reclaim occluded or distorted cultural meanings or identities? How are these identities then bolstered or contested, both within poems and beyond them, by transnational identities proposed by Negritude or Pan-Africanism? How do commitments to a particular language, gender, race, religion, caste, or class complicate the unifying nationalisms of decolonized regions? We will also attend to literary genre. Why would post-colonial subjects choose to write poetry, particularly when the novel has been so often identified as the principal literary form for articulating modernity, empire, and secular life? Do lyric poems provide different ways of thinking about the postcolonial condition than novels do? Should these genre boundaries developed within European traditions even be deployed when examining non-Western literature? Finally, students will consider the relationship between postcolonial writing and postmodern literary strategies like appropriation, mimicry, hybridity and pastiche; how and why do postcolonialism and postmodernism intersect? Exploring these questions, students will gain a more nuanced understanding of a world of Anglophone poetry that has developed beyond, though frequently in dialogue with, the literary cultures of Britain and America. This course fulfills either the "approaches to literary study" or the "post-1900" requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered occasionally.
Instructor: Hawks

ENGL 317 Poetry and the Visual Arts

Credit: 0.5

From Homer's description of the shield of Achilles in the Iliad, to Keats' great "Ode on a Grecian Urn," to John Ashbery's meditation on Parmigianino's painting in "Self-Portrait in a Convex Mirror," poets have attempted to capture works of visual art in words. This course will consider examples in this tradition, from classical to contemporary poets, as well as a range of theories of ekphrasis. We will explore the various ways that such poems offer (as the root meaning of ekphrasis indicates) a "speaking out" or a "telling in full" of what is silent in a painting, sketch, or sculpture; a monument, photograph, or fresco; from ancient Greek bronzes to the miraculous boxes of Joseph Cornell. The fascination with ekphrasis should also suggest, however, ways that the visual arts, at their best, evoke more than the merely visible, just as great poetry evokes that which is beyond words. This course meets the "approaches to literary study" requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every one or two years.
Instructor: Clarvoe

ENGL 320 Shakespeare

Credit: 0.5

Who and what is "Shakespeare"? The wealth of Shakespeare's legacy allows us to offer many versions of this course, all of which will focus on Shakespeare on the page and on the stage. Sometimes this course may examine the role of the cultural "other." Looking at figures like the witch, the native/foreigner, or the cross-dressed woman in such plays as *Macbeth*, *Othello*, and *The Merchant of Venice*, we will explore the way Shakespeare's theater shaped—and was shaped by—the cultural expectations of the English Renaissance. At other times the course may query the concept of Renaissance self-fashioning in the sonnets and in plays such as *Twelfth Night*, *Hamlet*, and *Antony and Cleopatra*. We may also explore what Shakespeare read as he composed plays such as *A Midsummer Night's Dream*, *King Lear*, and *The Tempest*—and how writers since Shakespeare have responded to and re-visioned his work in the form of lyric poems, new plays, novels, and films. Now and then, the course may focus on "the history plays," or the relationship of comedy and tragedy to the romances. Students should refer to

the online catalog for descriptions of particular offerings in any given semester. No matter which version of Shakespeare is offered, a close reading of several of Shakespeare's plays will always shape and center this course. This course meets the pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered annually in multiple sections.

Instructor: Davidson, L.-Rostovsky

ENGL 322 History of the English Language

Credit: 0.5

This course treats the history of English from Anglo-Saxon through the Renaissance in English literature to the era of Samuel Johnson and the creation of his great dictionary. The first half of the course provides an introduction to both Anglo-Saxon and Middle English language and literature. Students acquire sufficient grasp to read the citations in the *Oxford English Dictionary* from the medieval period. In Anglo-Saxon, the study focuses on short texts including poetry, Riddles, and varieties of prose. In Middle English and Early Modern English, the array of texts is broader and includes the Renaissance sonnet tradition, family correspondence, and miscellaneous prose. Particular attention is given to the emergence of differentiated styles, dialects, and "discourses" in the seventeenth and eighteenth centuries, and to the early stages of English language study following models of philology created to treat Latin and Greek. This course meets the "approaches to literary study" or pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104.

Instructor: Klein

ENGL 324 Epic To Romance

Credit: 0.5

Primary readings in this course present the tradition of heroic narrative from *Beowulf* to *Le Morte D'Arthur*. In the last third of the semester, we will explore the meaning of this tradition in the context of the world of heroic narrative from *Gilgamesh* to Clint Eastwood, depending upon the interests and knowledge of class members. This course meets the "approaches to literary study" or the pre-1700 requirement in English. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered occasionally.

Instructor: Klein

ENGL 325 Chaucer

Credit: 0.5

With a focus on major works—*Troilus and Criseyde*, *The House of Fame*, *The Legend of Good Women*, and *The Canterbury Tales*—we will consider Chaucer in the context of medieval literature and as a writer who anticipates modern questions of gender and authority. Reading in Middle English, and exploring the social and historical contexts of Chaucer's fictions, we will pay special attention to Chaucer's preoccupations with the experience of reading, the revisioning of romance, the metamorphosis and translation of texts, and the status of the book itself. This course meets the pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every third year.

Instructor: Mankoff

ENGL 331 The Reformation and Literature: Dogma and Dissent

Credit: 0.5

The Reformation deeply influenced the literary development of England and transformed the religious, intellectual, and cultural worlds of the sixteenth and seventeenth centuries. The long process of Reformation, shaped by late-medieval piety, the Renaissance, Continental activists, and popular religion, illustrates both religious continuities and discontinuities in the works of poets and prelates, prayer books and propaganda, sermons and exorcisms, bibles and broadsheets. This interdisciplinary course will focus on a range of English literary texts, from the humanists under early Tudor monarchs to the flowering of Renaissance writers in the Elizabethan and Stuart eras, in the context of religious history, poetry, drama, prose, and iconography. Writers and reformers, such as More, Erasmus, Cranmer, Shakespeare, Marlowe, Southwell, Herbert, and Donne, will be examined. This course meets the pre-1700 requirement. It is cross-listed as RLST 331. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered annually.

Instructor: Davidson, Rhodes

ENGL 336 Seventeenth-Century Poetry

Credit: 0.5

This course will examine the poetry of England's most radical age, a period of revolution, religious dissent, and the birth of modern science, of apocalyptic visions and utopian dreams. We will consider how these changing ideas about politics, religion, science, and sex shaped the poems of John Donne, Aemilia Lanyer, Ben Jonson, George Herbert, Katherine Philips, John Milton, Henry Vaughan, Andrew Marvell, and others. This course meets the pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

ENGL 338 Milton

Credit: 0.5

This course will undertake a close reading and analysis of the great English epic, *Paradise Lost*, in the context of Milton's political and literary career: his early experiments in lyric poetry and masque; his radical support—through prose, the writings of "[his]left hand"—of revolution, freedom of the press, and divorce; and his personal response to imprisonment and the death of his political hopes in the restoration of the English monarchy under Charles II. As we examine issues of freedom, authority, and authorship in *Paradise Lost* and *Samson Agonistes*, we will consider Milton's revisioning of classical epic and drama and of biblical texts. And as we explore the attempt "to justify the ways of God to man," we will pay particular attention to Milton's account of gender and his examination of the literary imagination and the creative process. We will also consider the responses of other great writers, from Milton's time to our own, to this most provocative and enduring epic. This course meets the pre-1700 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

Instructor: Davidson, Mankoff

ENGL 339 The Restoration on Stage and Screen

Credit: 0.5

This course focuses on the plays of a period (roughly 1660-1720) deemed to be one of the most licentious in history, both morally and politically. Recently, there has been a revival of interest in Restoration plays and Restoration culture (Neil La Bute's rewriting of *The Country Wife* in his film *Your Friends and Neighbors* [1998] and Laurence Dunmore's recent film *The Libertine*—based on Stephen Jeffreys' play—depicting the life and times of Lord Rochester). We shall examine the ways in which contemporary playwrights and film directors explore and critique not only Restoration society but also modern society through the lens of Restoration plays. Peter Greenaway's *Draughts-*

man's Contract (1982), set in 1694, is a brilliant reconstruction of the Restoration's preoccupation with sex and property but it is also a film that reflects on the art of filmmaking, thus taking us into the modern world through the perspective of the seventeenth-century artist and forcing us to confront the ways in which we see the past. The Restoration period was an important moment of transition in theater history: women (as actors) were introduced to the stage (displacing boys playing women's roles), and women playwrights had a new and influential voice. We will examine the rise of the actress in the Restoration and also in modern plays that attempt to recreate the sexual dynamics of this cultural shift. This course meets the pre-1700 or the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered annually.

Instructor: Laycock

ENGL 341 Late Eighteenth-Century English Literature

Credit: 0.5

In this course, we will concentrate on the literature and discourse of travel in the later eighteenth century. This is the period of the "grand tour," the rise of tourism and the tourist industry, and the increasing preoccupation of writers with the issue of cultural identity—are human beings everywhere ("from China to Peru") the same or are there important essential or cultural differences between them? Is there such a thing as national identity and, if so, what attempts can be made to preserve or construct that national identity? What are the relationships of so called "civilized" cultures to "primitive" or undeveloped ones? Many travelers in the eighteenth century embarked on the grand tour to Italy, to examine the origins of a culture the English sought to reconstruct in self-consciously "neoclassical" forms, but travelers also ventured north—to Scandinavia, to the polar regions, to the Celtic fringes of Britain—hoping to find and observe people existing in a state of nature. We will examine how various writers use travel as a "vehicle" to explore such larger issues as the history of human society and notions of progress. We will also study issues of perception—how travelers regarded and transformed what they viewed. In addition to reading eighteenth-century tour guides, we will study representations of the sublime and picturesque in landscape painting, landscape gardening, and theater design. We will also examine the horror of travel in the eighteenth century by examining narratives of the slave trade. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

Instructor: Laycock

ENGL 342 Eighteenth-Century Novel

Credit: 0.5

This course aims to define the novel, to trace the causes of its rise in eighteenth-century England, to study some great and various examples of the genre from Aphra Behn to Jane Austen, and to learn about a historical period quite different from our own even though we may find there some of the roots of our own culture. The novel will be defined against epic, romance, drama, historiography, and news-writing. Various types of novel will also be distinguished: fictional biography and autobiography, epistolary fiction, the picaresque, the fictional travelogue, the Oriental tale, sentimental fiction, and Gothic fiction. Particular attention will be paid to authorial prefaces, dedications, and advertisements to determine what the novelists themselves thought about the emerging genre and how they imagined their relationship to the reader. This course will also provide an introduction to such major theorists of the novel as Mikhail Bakhtin, Ian Watt, and Michael McKeon. This course meets the 1700-1900 requirement Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered annually.

Instructor: Carson

ENGL 351 The Romantic Period

Credit: 0.5

This course will explore some of the complexities and contradictions in the literature of the Romantic period. A period that came to be identified with the work of six male poets in two generations (Blake, Wordsworth, and Coleridge; Byron, Shelley, and Keats) is also the period in which the English novel achieves considerable subtlety and broad cultural influence. In addition to the poets, then, the course will include works by such novelists as Walter Scott and Maria Edgeworth. While lyric poetry becomes increasingly dominant and the sonnet undergoes a revival in this period, there remains a poetic hierarchy in which epic and tragedy occupy the highest positions. The course will therefore include dramatic poems, whether or not such works were intended for performance, and a consideration of the epic impulse. The course will examine the tension between populism (and popular superstitions) and the elitist alienation of the Romantic poet, and the relationship between political radicalism and both Burkean conservatism and an abandonment of the political ideals of the French Revolution in favor of imaginative freedom. In addition, this course will introduce students to recent critical studies of Romanticism. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

Instructor: Carson

ENGL 354 Page, Stage, Screen: Nineteenth-Century Novels Transformed

Credit: 0.5

Nineteenth-century British writers brought into the world innumerable fictional characters and plots that have—for good and ill, and in forms as low as cereal boxes and as high as acclaimed novels—served as cultural touchstones for more than a century. In this course, we will explore a handful of fictions that have undergone particularly provocative transformations into novelistic, theatrical, and cinematic productions. Throughout the semester, we will use our close readings of fictions, plays, and films (as well as of ephemera like cartoons) to consider theories and practices of adaptation in both the nineteenth and twentieth centuries. What kinds of plots seem most to have enthralled or even possessed nineteenth- and twentieth-century readers and viewers? How do those plots change when they undergo shifts from textual to visual media? We will also explore the cultural and critical discourses that have grown up around particular works. Course texts will include Austen's *Pride and Prejudice*, Shelley's *Frankenstein*, Carroll's *Alice's Adventures in Wonderland*, Stevenson's *Strange Case of Dr. Jekyll and Mr. Hyde*, and Stoker's *Dracula*, as well as numerous film adaptations of each novel. Students will produce two formal writings and weekly film response papers and will also participate in a group research presentation. Students enrolled in this course must enroll in a mandatory weekly film screening. This course meets the "approaches to literary study" or the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

Instructor: Heidt

ENGL 356 Victorian Poetry and Poetics

Credit: 0.5

This course will serve as a wide-ranging exploration of Victorian poetic culture. Our primary focus will be Victorian poetry in all its

forms—including lyric, ballad, elegy, narrative, and epic—and its staggering range of subjects sacred and profane: love, grief, social injustice, doubt, sadomasochism, religious devotion, pet dogs, travel, madness, and poetry itself (among many others). We will read works by Tennyson, the Brownings, the Brontes, the Rossettis, Arnold, Clough, Hopkins, Swinburne, and Hardy, examining the formal and topical conventions and innovations of their verse. We will also examine mechanisms of fame and obscurity as they shaped these (and other) poets' careers, and we will discuss a number of women poets whose critical and canonical fortunes have risen in recent years, including the dramatic monologist Augusta Webster and the duo who wrote as Michael Field. We will consider the relationship of poetry to other arts (especially painting) and literary forms (such as the novel); we will also discuss the role anthologies, periodicals, reviews, and the development of English literature as an academic discipline played in the circulation and consumption of poetic works throughout the nineteenth century. Students will write two formal essays and several three-to-four-page poetry explications and will also perform at least one poem during class. This course meets the "approaches to literary study" or the 1700-1900 requirement. Prerequisite: junior or senior standing; OR 1.0 unit in English at the 100-level or its equivalent (e.g., advanced placement credit). Offered occasionally.

Instructor: Heidt

ENGL 357 Victorian World

Credit: 0.5

In this course, we will examine the phenomenon of Victorian globalism as broadly as possible, exploring how the British understood the world and their place in it in the nineteenth century. We will explore how global expansion and awareness of (or assumptions about) other cultures and countries promoted and was promoted by particular cultural productions within the British Isles, such as museum exhibitions, operetta and theater, and, of course, fictional, nonfictional, and poetic writing. Moreover, we will ask questions about how global encounters (and representations of those encounters) affected British identities. For instance, how did global travel (and global power) change the ways the British thought about race and gender? What new literary and cultural identities—desired or otherwise—did empire and global expansion make possible, both for the British and for the peoples and lands they explored and/or controlled? Because awareness of the British Empire heavily influenced the experience of Britons in the world, we will spend a significant portion of the semester studying how the British conceptualized and justified their empire, both at home and abroad, as well as how literary productions (whether fictional, poetic, dramatic, or nonfictional) bolstered and/or undercut imperial power. And throughout the semester, we will engage with broad questions about the relationship between language and power (both individual and national/global) and about the role literary and cultural productions play in shaping identities, social attitudes, and historical movements and moments. We will study works by Darwin, Bronte, Kipling, Stevenson, Gilbert and Sullivan, and Conrad, among others. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered occasionally.

Instructor: Heidt

ENGL 358 Victorian Ghosts

Credit: 0.5

In the nineteenth century, Britain was nothing if not haunted—by (among other things) history, doubt, science, political unrest, desire and sexuality, other parts and peoples of the world, and the unfathomable complexities of the human psyche. This course will provide an intensive introduction to Victorian literature and culture through an examination of its ghosts. Among the literary works we will read are fictions by Emily Bronte, Hardy, Eliot, Gaskell, Dickens, Pater, James, and Wilde; poetry by Tennyson, Browning, Arnold, Christina Rossetti, Swinburne, and Hardy; and autobiographical writing by Oliphant. We will explore extraliterary movements and phenomena that illustrate how Victorian people attempted to document and/or make contact with ghosts, including spiritualism, spirit photography, and psychical research. And we will give some consideration to the ways the Victorian period has haunted its successors. Students can expect to write two major essays, sit a final exam, deliver at least one oral presentation, and compose occasional short reading papers or discussion questions. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104.

Instructor: Heidt

ENGL 362 Twentieth-Century Irish Literature

Credit: 0.5

Henry V's resident stage-Irishman, MacMorris, poses the pressing postcolonial question, "What ish my nation?"—a concern that grows urgent for Irish writers at the beginning of the twentieth century. This course will examine the mutually informing emergence of an independent Irish state and a modern Irish literature, and will analyze the evolution of postcolonial Irish culture. Focusing on texts from the "Celtic Revival," the revolutionary and Civil War era, the Free State, and present-day Eire, we will analyze literature's dialogue with its historical moment and with its cultural inheritance. Writers will include Yeats, Augusta Gregory, J.M. Synge, James Joyce, Padraic Pearse, Sean O'Casey, Elizabeth Bowen, Flann O'Brien, Seamus Heaney, Jennifer Johnston, Brian Friel, and Eavan Boland. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered annually.

ENGL 364 The Modern Short Story

Credit: 0.5

This course will focus on the American short story since 1900. The story is not simply a shorter fictional narrative than the novel. It is a genre with a distinct pedigree. For the first three-quarters of the twentieth century, writing short stories for commercial venues such as the *Saturday Evening Post*, the *New Yorker*, and even *Playboy* offered financial support to many authors while they were also writing novels or screenplays. Hemingway, Fitzgerald, and Porter are just a few examples. More recently, creative writing workshops and university-based M.F.A. programs have proliferated, and the short form, ideal for workshop discussion, received new life. Finally, throughout the last century, the short story was often also the site for counter-narratives and other experimentation. In this course, we will read five or six stories each week. We will often read multiple examples by the same author. And though each week will concentrate on stories largely from the same era, there will be significant differences in styles, subjects, and technique. We will discuss how the stories work, how the authors' themes and techniques develop over time, how they influenced each other. As the semester progresses, students will assume increasing responsibility for leading discussions. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104.

Instructor: Lynn, Klein

ENGL 365 The Modern Novel

Credit: 0.5

For at least 100 years now, novelists have experimented with ways to make fiction "modern," to make it better able to reflect and resist the perils and pleasures of modernity. This course explores the ways they have done so, tracing the evolution of the modern novel from its origins in the realist fiction of the nineteenth century to its contemporary incarnations. We will consider such authors as Thomas Hardy, Joseph Conrad, Virginia Woolf, James Joyce, E. M. Forster, Zora Neale Hurston, William Faulkner, Anthony Burgess, and Salman Rushdie. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered most years.

Instructor: Matz, McMullen

ENGL 366 African Fiction

Credit: 0.5

A survey of African fiction mainly of the latter half of the twentieth century, focusing on the way Africa's cultural traditions, historical problems, and political objectives have revised and resisted Western narrative forms. What narrative forms develop as a result of the machinations of power in modern Africa? How, for example, does the need to present historical information and political argument to the broadest possible local audience favor realism and popular styles? How have important earlier forms of African fiction evolved in recent years? We'll examine the variety of responses to the Nigerian civil war and other major political events ; and how the impact of modernization on traditional life and the problem of post-independence corruption call for unique forms of treatment in different times and places. Related topics include the transmission of oral culture into literary form, the impact of external patronage on local literary cultures, the influence of writers educated abroad on literature at home, and, most importantly, the result of the African effort to "decolonize" literary forms of expression. We will read selections from critical and nonfiction works (including Ngugi Wa Thiong'o's *Decolonising the Mind*, Ayei Kwei Armah's *Why Are We So Blest?*, Kofi Anyudoho's *The Pan African Ideal in Literatures of the Black World*, and Wole Soyinka's *Myth, Literature, and the African World*); and fiction by Ngugi, Armah, Chinua Achebe, Ken Saro-Wiwa, Hama Tuma, Nuruddin Farah, Ama Ata Aidoo, Buchi Emecheta, Abdulrazak Gurnah, Nadine Gordimer, J.M. Coetzee, Ben Okri, and Bessie Head. This course meets the post-1900 requirement.Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every third year.

Instructor: Matz

ENGL 367 The Novel at the End of Empire

Credit: 0.5

Focusing on twentieth-century Anglophone texts written in several imperial and postcolonial settings, this course will analyze the relationship of the novel genre to imperial and decolonizing discourses. We will examine particularly the anxiety of empire as it influenced British modernist narrative experimentation, the dialogic novel and the politics of resistance, the postcolonial *Bildungsroman,* and the linguistically hybrid "cosmopolitan" novel. Informed by several important postcolonial and narratologic theoretical statements, we will consider such themes and motifs as modernist primitivism, the "politics of home," gender and imperialism, migrancy and mimicry, hybridity, and diaspora. We will discuss such novelists as Conrad, Woolf, Forster, Joyce, Lamming, Rushdie, Naipaul, Zadie Smith, Andrea Levy, Ben Okri, and Monica Ali. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

Instructor: McMullen

ENGL 369 Canadian Literature and Culture

Credit: 0.5

In this course we will examine works of modern authors from English- and French-speaking (in translation) Canada, as well as works by native Canadian writers, some of whom choose to write in either of the two "official" languages. We will consider issues of national identity both within an officially bilingual, multicultural Canada, and within a North American context—Canadians defining themselves in relation to a powerful neighbor to the south. We will thus begin by focusing on Canadian writers, film-makers, and musicians as they characterize that border or "medicine line" along which so many Canadians choose to live, against which so much of Canadian identity is defined, and over which they constantly trespass. In the process, we will also examine the many ways in which Canadians characterize the United States and Americans. We will concentrate on writers (Margaret Atwood, Michael Ondaatje, Alice Munro, Gabrielle Roy, Leonard Cohen) who have very self-consciously, and from very different perspectives, contributed to the task of defining what constitutes Canadian culture, the Canadian multicultural "mosaic." Some of Canada's most renowned poets are also musicians. We will also hear from them. And, as some of Canada's strongest representations of cultural difference have appeared in the form of films sponsored by the National Film Board of Canada and Telefilm Canada, we will view and study some of these in relation to the literary works we will be reading. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered annually.

Instructor: Laycock

ENGL 372 The Gilded Age

Credit: 0.5

This will be a study of American literature and culture from the Civil War to World War I, an era marked by American expansion, industrialization, and the birth of modernism. Authors considered include James, Wharton, Cather, and Crane. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

Instructor: Smith

ENGL 373 Literary Amazons: Nineteenth-Century U.S. Women Writers

Credit: 0.5

This course traces American women's authorship between the 1840s and the early 1900s from a multi-ethnic perspective, from Margaret Fuller's feminist manifesto "Woman in the Nineteenth Century" in 1845, to Elizabeth Keckley's autobiographical account of her work as a seamstress for the Lincoln White House in 1868, to Edith Wharton's heartbreaking *The House of Mirth* (1905). Focusing on literature selected to provide a wide exposure to the study of U.S. women writers, the course sets each author within her historical context, and examines the ways in which the texts address issues of race, ethnicity, nationality, gender, sexuality, class, and other identity categories pertinent to the definition of American-ness. Is there such a category as American women's writing? And, if so, how might we define its national and generic parameters? The course explores these questions through biographical and critical lenses currently under debate in this field, such as separate spheres, true womanhood, republican motherhood, sentimentalism, and manifest domesticity, among others. The course

provides students with a solid foundation on in some of the most well known but also some of the least studied texts written by nineteenth-century American women authors. This course fulfills the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

Instructor: García

ENGL 374 American Gothic

Credit: 0.5

Though the Gothic genre did not originate in the United States, American authors have used its preoccupation with dark family secrets, hauntings, madness, and doubles to tell uniquely American stories. For example, the Gothic is uniquely suited to explorations of race—America's great open secret—an aspect of American life almost impossible to ignore, but at which we'd prefer not to look too directly. We will read both "classic" Gothic texts and texts by authors whose work is not always associated with the genre, but which nonetheless has important Gothic elements. Such authors may include: Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Hannah Crafts, Harriet Jacobs, Henry James, William Faulkner, and Toni Morrison. This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every one or two years.

Instructor: Schoenfeld

ENGL 378 Race in the Nineteenth-Century Literary Imagination

Credit: 0.5

This course will consider the role played by the concept of "race" in the development of nineteenth-century American literature. Specifically, we will concern ourselves with how "whiteness," "blackness," and "Indianness" become constructed as important categories and as literary "figures" in the developing literary production of the period. Readings will include Puritan histories and narratives, as well as works by Wheatley, Jefferson, Cooper, Melville, Twain, Cable, and Du Bois, among others. This course meets the 1700-1900 requirement. It can be used to fulfill requirements in African Diaspora Studies as well as in American Studies. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

Instructor: Mason

ENGL 379Y American Literature

Credit: 0.5

The course entails close critical study of some major writers and traditions in American literature. The first part of the course concentrates on writers up to the mid-nineteenth century, the second on writers from Whitman to the modern period.This course meets the 1700-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104.

Instructor: Staff

ENGL 380Y American Literature

Credit: 0.5

See description for ENGL 379Y.

Instructor: Staff

ENGL 381 Another America: Narratives of the Hemisphere

Credit: 0.5

This course serves as an introduction to the literature in English of Latin American and U.S. Latino(a) writers. Through both written works and films, we examine the themes, critical issues, styles, and forms that characterize the literature of this "other" America. The course expands the notion of what is widely considered as "American" literature by examining works (some originally written in English and others translated into English) produced in both the hemispheric and U.S. contexts of "America." We begin with the Cuban Alejo Carpentier, the Colombian Gabriel García Márquez, and the Mexican Laura Esquivel, using rhetorical and cultural analysis to discuss how issues of colonization, slavery, the clash of cultures, and U.S. intervention are represented within the texts. We then migrate north into the United States to read essays by Gloria Anzaldúa and Chérrie Moraga, poetry by Miguel Piñero, and a memoir of migration by Esmeralda Santiago. These and other texts help us to explore questions such as: What general similarities and differences can we identify between Latin American and Latino(a) literature? How are individual and national identities constructed in popular films by Latin Americans, and by U. S. filmmakers about Lation(a)s? Is there a difference between Hispanic and Latino(a)? This course fulfills either the "approaches to literary study" or the "post-1900" requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered every other year.

Instructor: García

ENGL 382 The Jazz Age

Credit: 0.5

We will study in its cultural contexts the remarkable literature that emerges from the so-called Jazz Age or Roaring Twenties, an era framed by the ending of World War I and the beginning of the Great Depression. We will pay particular attention to the ways in which authors of narrative and lyric sought a form to capture their transformed visions of what might be called their modern American selves. As we do so, we will also be discussing the parallel developments in other artistic disciplines, including music, fashion photography, and painting. We will read widely, including works by Fitzgerald, Hemingway, Stein, Eliot, Dreiser, Cather, Larsen, Faulkner, and Dos Passos. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered annually.

Instructor: Smith

ENGL 384 Imaging America in the Novel

Credit: 0.5

This course is a general introduction to major American novels from 1900 to 1955. Our central question will be: how is American national identity imagined and represented in fiction? We will also consider the relation between a general national identity and various regional identities in the South or the Midwestern prairie. Are these identities more in conflict or in concert? The course will investigate how national identity can also be connected with other forms of identity, such as race, class, and gender. We will also interest ourselves in the craft of the authors under consideration. Authors to be considered include: Theodore Dreiser, Edith Wharton, F. Scott Fitzgerald, Willa Cather, William Faulkner, John Dos Passos, and Ralph Ellison. This course is designed for non-majors and majors alike. It meets the post-1900 requirement. This course may be taken for credit in American studies. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered annually.

Instructor: Mason

ENGL 385 Contemporary American Poetry

Credit: 0.5

The young Robert Lowell, before he attended Kenyon, wrote to Ezra

Pound, "If the twentieth century is to realize a great art comparable to that of Chaucer or Shakespeare, the foundation will have to be your poems." James Wright, some years later, wrote his Kenyon honors thesis on "The Will in the Thought and Art of Thomas Hardy." This course offers a sampling of contemporary American poets of the generation of Lowell and Wright and later generations, including Ashbery, Bishop, Gunn, Jarrell, Merrill, O'Hara, Plath, Olson, Ginsberg, Duncan, Rich, and Baraka. We will pay particular attention to their dynamic and widely-varying relationships with the traditions they inherited and transformed and we will also attempt to locate their poems within social and political as well as aesthetic contexts. This course meets either the "approaches to literary study", the 1700-1900, or the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered occasionally.

Instructor: Clarvoe, Hawks

ENGL 386 Toni Morrison

Credit: 0.5

Pleasurable doesn't seem like a word that would apply to the harrowing story of a mother who kills her child rather than allow her to be enslaved. Yet Toni Morrison, consummate artist and Nobel laureate, writes prose so beautiful that one could describe reading such a story as, in some sense, pleasurable, even as this beauty deepens the powerful and sometimes painful effect of her words. In this class we will read most of Morrison's novels, some of her short fiction, and some of her critical work. We will discuss the craft involved in the creation of Morrison's stunning prose, Morrison's position relative to both American and African American literary canons, as well as the themes of Morrison's literature, including (but not limited to): race, gender, and love (familial, amorous, platonic and, perhaps most importantly, self). This course fulfills the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered occasionally.

ENGL 387 Modern American Poetry

Credit: 0.5

"The twentieth century is much more splendid than the nineteenth century... it is a time when everything cracks, where everything is destroyed, everything isolates itself, it is a more splendid thing than a period where everything follows itself. So then the twentieth century is a splendid period. Not a reasonable one in the scientific sense, but splendid."—Gertrude Stein, *Picasso,* 49-51. This course provides a survey of American poets exploding onto the literary scene in the early twentieth century: Stein, Masters, Pound, Eliot, Williams, H.D., Moore, Stevens, Toomer, and Frost. We will consider ways in which this poetry, as Stein might suggest, splendidly cracks conventions of poetic representation, narrative, form, voice, and genre in order to explore what it might mean to be "modern." This course will conclude with a consideration of issues of canon-formation—and cracks in the canon. This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104.

Instructor: Clarvoe

ENGL 388 Studies in Twentieth-Century African-American Literature

Credit: 0.5

W.E.B. DuBois famously observed that the "problem of the twentieth century is the problem of the color-line,—the relation of the darker to the lighter races of men..." While one might debate whether that was truly "the" problem of the twentieth century, it certainly proved to be a prominent theme in African-American literature. African-American literature also often turned its gaze inward, reflecting on what it might mean to be a race, and how "the race" might improve its condition. This course will focus on African-American literature written between 1900 and 2000. Subjects considered may include the literature of the Harlem Renaissance, the literature of racial "passing," African-American literature since World War II, the political implications of marriage for a group once legally denied it, and African-American literary feminism. The central questions to be examined may include: Is there a distinctive African-American literary tradition? Are there multiple traditions? How does a body of literature demarked by "race" become inflected by conceptions of gender, ethnicity, social class, or sexual orientation? What are the significant relations between African-American literature and other overlapping literary traditions? What does it mean to speak of *identity* in literature? This course meets the post-1900 requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104. Offered annually in different iterations. Students may repeat different versions of this course for credit.

ENGL 390 Introduction to English Linguistics

Credit: 0.5

This course begins the study of the history of the English language with the eighteenth century. The iconic moment in that history was Samuel Johnson's project for a dictionary that would "ascertain" the language and control its multifarious diversity. The following century saw the wholesale application of the methods of classical philology to the study of English and the discovery of processes of language change that led in turn to the discovery of the Indo-European family of languages. The last century and a half has created the modern, complex, and many-sided discipline of contemporary linguistics. This course will focus on "modern English" and explore the relationship between the project of defining an authoritative standard and the project of creating an accurate description of language practice. The course will explore major topics within the field of linguistics, focused on the internal structures of all languages as those have been developed for the the English language: phonology, semantics and morphology, and grammar and syntax. The major specific emphases will be semantics and the structure of the English sentence. This course meets the "approaches to literary study" requirement. Prerequisite: junior or senior standing or ENGL 103 or ENGL 104..

Instructor: Klein

ENGL 413 Panoramic Novel

Credit: 0.5

In the late eighteenth century, Scottish inventor Robert Barker coined the word "panorama" (from the Greek words for "all" and "spectacle") to name his new method of creating and displaying hyperdetailed 360-degree images—of city streets, of battles, of foreign lands—in circular buildings specially designed to produce the ultimate in reality viewing: reproductions of the outside world so ultra-real that their artifice was imperceptible. Barker claimed that his invention made it possible for "the will of an artist... to make observers, on whatever situation he may wish they should imagine themselves, feel as if really on the very Spot." In this course, we will study several nineteenth-century novels that we will consider as panoramic, for their attempts at creating an all-encompassing realism through the worlds they depict in grand sweep and minute detail. How do these novelists create realistic effects? What are the aims of their realist projects? How do their novels represent an historical imagination at work? What conditions of read-

ing and publishing, as well as of public expectation or desire, shaped these novels' composition and reception? And can these novels—and their artists' wills—still make us feel ourselves "as if really on the very Spot" of their worlds? We will read Thackeray's *Vanity Fair*, Dickens's *Bleak House*, and Eliot's *Middlemarch*, as well as theoretical studies of the novel. Students will open one class discussion, post weekly to an online discussion board, participate in a group presentation about one novel's reception history, and produce a fifteen-to-twenty-page research essay. This course meets the 1700-1900 requirement. Prerequisite: permission of instructor. Offered occasionally.

Instructor: Heidt

ENGL 414 Literature and Sexuality: Surrealism

Credit: 0.5

When literature deals with sexuality, the result can be surreal. Identities we take for granted often undergo queer transformations. But there is truth to this "queer surrealism." It often discloses the reality of sexual desire or abandons customary identities for more adventuresome possibilities. This course explores the sexualities found in texts most dramatically dedicated to these surreal adventures. The course also explores the possibility that "queer surrealism" is an important way literature encourages human freedom—raising larger questions about the nature and purpose of literature itself. We will begin with definitions of surrealism (in texts including Andre Breton's *What Is Surrealism?* and Maurice Nadeau's *History of Surrealism*) and definitions of what it means to be "queer." We will also begin with short films and images that reflect a general cultural tendency to equate experimental sexuality with surreal confusion. Our main focus will be a series of writers who make up an Anglo-American tradition of queer surrealism, including Walt Whitman, Oscar Wilde, Virginia Woolf, T. S. Eliot, Gertrude Stein, William S. Burroughs, James Merrill, and Jeanette Winterson. We will read these writers alongside films, graphic novels, cultural criticism, and works of art (by Sigmund Freud, Luis Buñuel, Man Ray, Matthew Barney, David Lynch, R. Crumb, and others), all with a view toward facing the strange truths of surreal sexuality. This course meets the "approaches to literary study" requirement. Prerequisite: permission of instructor. Offered every one or two years.

Instructor: Matz

ENGL 419 Hard-Boiled Crime Fiction and Film Noir

Credit: 0.5

From *The Maltese Falcon* to *Pulp Fiction*, the hard-boiled crime novel and film noir have explored the dark side of the American Dream. This course will examine the cultural history of "noir" style, and its influence on the literature and film of postwar America. Readings will begin with classic texts by such authors as Raymond Chandler, Dashiell Hammett, James Cain, and Jim Thompson, then examine the influence of noir style on such "literary" texts as Faulkner's *Sanctuary*, Wright's *Native Son*, Warren's *All the King's Men*, Capote's *In Cold Blood*, and DeLillo's *Libra*. By doing so, the course will explore such issues as the relationship between popular and high culture, the politics of literary and cinematic style, the role of the femme fatale in recent gender theory, and the cultural history of the anti-hero as both a commercial product in American popular culture and an expression of literary dissent. The course includes a mandatory film series, tracking the development of film noir as a cinematic style, as well as extensive readings in literary and film theory. This course meets the "approaches to literary study" requirement. Prerequisite: permission of instructor. Offered every other year.

Instructor: Lobanov-Rostovsky

ENGL 420 Shakespeare: The Major Tragedies

Credit: 0.5

We will undertake an intensive investigation of Shakespeare's major tragedies—*Hamlet*, *Othello*, *King Lear*, and *Macbeth*—as enduring literary and dramatic legacies and as products of a unique cultural and historical moment. How do the tragedies emerge from the landscape of early modern London and in the context of contemporaneous non-Shakespearean drama? What do the plays tell us about the Jacobean theater and the printing house? How do these dramas compare with early tragedies such as *Romeo and Juliet* and *Julius Caesar*? How do the tragedies negotiate religious, racial, cultural, and gender difference? Does a coherent Shakespearean theory of tragedy emerge? What is the literary afterlife of these plays? Substantial independent work and full seminar participation are required. This course meets the pre-1700 requirement. Prerequisite: permission of instructor.

Instructor: Davidson

ENGL 422 Introduction to Anglo-Saxon

Credit: 0.5

This course is a seminar in the general field of Old and Middle English literature. Class meetings will be conducted in a combination seminar and workshop fashion. The primary work of the course will be reading and translating Anglo-Saxon prose and poetry, supplemented by readings in Anglo-Saxon culture and history. It is open to all without regard for major or class year. First-year and second-year students with an interest in medieval literature are particularly welcome. This course meets the pre-1700 requirement. Prerequisite: permission of instructor.

Instructor: Klein

ENGL 424 The Alphabet in Renaissance Literature and Visual Art

Credit: 0.5

Think about the *letters* you're reading right now. How do we know ourselves and our world through the ABC's? The development of the printing press in the fifteenth century ushered in a new sensibility to the powers of the alphabet, prompting a cultural investigation that asks what letters are, what they can do, and how they are related to our minds and bodies. This course examines the crucial contributions of alphabets to artistic production across a vast array of early modern materials, including Shakespearean drama, letter origin stories, children's reading primers, alphabet philosophy tracts, typograhphy, political alphabets, ABC ballads, figured alphabets, letters in painting and architecture. We aim to cultivate a heightened sensitivity to the linguistic and visual structures of texts as well as images through the examination of their letters, as well as answer the basic questions about alphabets posed by the Renaissance. You'll never look at letters the same way again! This course meets the "approaches to literary study" or the pre-1900 requirement. Prerequisite: permission of the instructor. Offered every year.

Instructor: Boeckeler

ENGL 453 Jane Austen

Credit: 0.5

This course will focus on the works of Jane Austen—from a selection of her juvenilia, through the six major novels, to the unfinished *Sanditon*. Additional texts for the course will include Austen's letters and a biography of the author. The class will consider film adaptations of Austen's novels, both as these films are positioned within and as they escape from the nostalgic industry of costume drama. Austen's works

will be situated formally in relation to the novel of sensibility, the *Bildungsroman*, the comic novel, the tradition of the romance genre, and the development of free indirect discourse. Her novels will also be considered in relation to the late eighteenth-century development of feminism, controversies over women's education, and the formulation of the separate sexual spheres. Ultimately, the course will address how an author who claimed to work with "so fine a Brush" on a "little bit (two Inches wide) of Ivory" responded to such major historical events as the French Revolution, the Napoleonic Wars, English radicalism, and the abolition of the slave trade. This course meets the 1700-1900 requirement. Prerequisite: permission of instructor. Offered every other year.

Instructor: Carson

ENGL 461 Virginia Woolf

Credit: 0.5

This course examines the novels, stories, essays, letters, and diaries of Virginia Woolf, seen as contributions to Modernist aesthetics, feminist theory, narrative form, the history of sexuality, avant garde culture, English literary history, and literary psychology. This course meets the post-1900 requirement. Prerequisite: permission of instructor.

Instructor: Matz

ENGL 462 James Joyce

Credit: 0.5

Language, race, history, commodity culture, gender, narratology, imperialism, decolonization, sexuality: if the list reads like an encyclopedia of modern/postmodern preoccupations, it's because the text it references—James Joyce's *Ulysses*—stands at the de-centered center of so many discussions of twentieth-century culture. With a brief review of *Dubliners* and *A Portrait of the Artist as a Young Man* as our preamble, we will spend the majority of our seminar following Leopold Bloom through the Dublin day that left its traces on so many aspects of modern and postmodern culture. In the process, we will engage several of the major theoretical paradigms that shape contemporary literary studies. Preferred preparation: a course in Modernism/modernity, the novel as genre, literary theory, Irish literature, or Irish history. This course meets the post-1900 requirement. Prerequisite: permission of instructor. Offered two of every three years.

Instructor: McMullen

ENGL 469 Atwood and Ondaatje

Credit: 0.5

In this course we will examine the works of two of the most internationally recognized Canadian writers: Margaret Atwood and Michael Ondaatje. Both have won the prestigious Booker prize. Both have had their works translated into a variety of media (film, drama, opera). Their works have come to be emblematic of the Canadian postmodern, and both authors have worked at defining Canadian identity—its mosaic assemblage of subject positions, from colonial to postcolonial. We will read a wide selection of their writings, which engage issues of postmodernism, postcolonialism, the Canadian long poem, the documentary collage, and the relationship between history and fiction and between literature and film. This course meets the post-1900 requirement. Prerequisite: permission of instructor. Offered occasionally.

Instructor: Laycock

ENGL 471 Hawthorne: Nation and Transnation in Hawthorne's Fiction

Credit: 0.5

Herman Melville, who dedicated *Moby Dick* to Hawthorne, described the latter as the "American Shakespeare." Perhaps more than any of his contemporaries (with the exception of Melville himself), Hawthorne wanted to be (and be recognized as) the great American writer. But while by the end of his life he had established himself as a respected and largely admired author, the fame and financial success he craved seemed to elude him. This seminar explores the bulk of Hawthorne's work, more specifically his novels and his short stories (his "sketches" and "tales"), in search of an answer to two important questions: (1) How and why is "the nation" (the developing "American" nation of the nineteenth century between the 1830s and 1860s) reflected (or not) in Hawthorne's writing?, (2) How and why is Hawthorne's writing transnational (that is, how does it move beyond the American nation itself to find sources and issues of discussion)? In attempting to answer these questions, we will try to gauge whether Melville was correct in comparing Hawthorne to Shakespeare by reading the latest biography on Hawthorne, his five completed novels, his most famous short stories and other writings, and a number of critical essays by his contemporaries and by modern scholars who have tried to make sense of this most perplexing and fascinating of the nineteenth-century U.S. authors. This course meets the 1700-1900 requirement. Prerequisite: permission of the instructor. Offered in alternate years with Smith's "Hawthorne and Melville."

Instructor: García, Smith

ENGL 473 Faulkner

Credit: 0.5

In this seminar we will conduct intensive and critically sophisticated readings of all of Faulkner's major works. We will pay special attention to issues of race and gender as we confront Faulkner's representations of Southern culture. We will read widely in critical and cultural theory and engage in theoretical discussions of narratology as we explore Faulkner's innovative and complicated narrative strategies. Prior reading of at least one major novel is highly recommended. This course meets the post-1900 requirement. Prerequisite: permission of instructor. Offered every other year.

Instructor: Smith

ENGL 483 Contemporary Indigenous American Poetry

Credit: 0.5

How do indigenous writers bear witness to history? How are they influenced by concerns of community, audience, and tradition? These are some of the questions we will consider in this exploration of poetry by contemporary Native American writers. We will read works by major poets such as Simon Ortiz (*Acoma Pueblo*), Linda Hogan (*Chickasaw*), and Joy Harjo (*Muskogee*), Carter Revard (*Osage*), and Diane Glancy (*Cherokee*), as well as from the emerging generation. We'll view taped interviews and two films, Sherman Alexie's *The Business of Fancy Dancing*, based on his poetry collection of the same name, and Cedar Sherbert's *Gesture Down*, based on the poetry of James Welch. Other secondary materials will include memoirs and essays written by the poets, as well as readings in contemporary poetics and indigenous theory. This course fulfills the post-1900 requirement. Prerequisite: Permission of the instructor. Offered every two years.

Instructor: McAdams

ENGL 486 The Little Magazine in America

Credit: 0.5

Literary journals have played a variety of roles in American literature for well over a hundred years. Some have lasted but an issue or two. Others continue to publish after many decades. Most obviously, they have nurtured many younger writers in their apprenticeship and/or "discovered" them before their ascent to greater glory in the commercial press. Ironically, for some of those writers, their best work may well have been what they achieved early on and published in the little magazines. Perhaps more important, those journals have often served as a counterpoint to the commercial publishers. Relatively free of the demands of the marketplace, they have often espoused experimentation in a variety of forms. Politics, too, have often figured in the small journals, giving rise to interesting questions of the relationship between art and politics. Indeed, during the "glory years" of the 1940s and 50s, the *Kenyon Review's* espousal of the New Criticism was explicitly devoid of politics (itself a political stance), while the *Partisan Review* wrestled with post-war and Cold War politics in every issue. We will explore the world of the little magazines from their early days to the present, tracing their complicated relations to the so-called mainstream of American literature. How and why did the literary journal rise to such prominence after World War II and why did it tumble to relative obscurity in the 1960s and following decades? We will use the *Kenyon Review* archives as a primary-source treasure trove. And we will sample the enormous range of little magazines today and try to anticipate what the future will hold. This course fulfills the post-1900 requirement. Prerequisite: permission of instructor.

Instructor: Lynn

ENGL 487 The Mulatto in American Fiction

Credit: 0.5

The mulatto balances precariously on the razor-thin edge of the color line between black and white. In the antebellum era, the mulatto's proximity to whiteness made the mulatto an attractive object for Abolitionist sympathy. In the Jim Crow era, that proximity made the mulatto a threat to the security of white privilege. In our present moment, this figure has all but disappeared, though it seems to be re-emerging in a new form with Tiger Woods, Cablinasian, and Vin Diesel, "multiracial movie star." This course will explore representations of the mulatto in American fiction and culture. In addition to reading some great works of literature, by authors such as William Faulkner, Nella Larsen, Charles Chesnutt, and Mark Twain (to name only a few), we will use our discussions about the trope of the mulatto to consider some of the more perplexing theoretical issues concerning race in America. We'll begin with concerns generated specifically by the mulatto, such as: passing (the "problem" of the racially ambiguous body), racial allegiance, biological determinism (nature/nurture), hybrid degeneracy, and the mulatto's "tragic" marginality. From there, we'll move to the big questions, including, but not limited to: What is race? What is its determining factor: physical features, ancestry, culture? Can it be chosen or rejected? The course will concentrate on fiction of the Jim Crow era, a period of particularly intense struggle over the significance of race, but may also draw on other disciplines, such as science and law, and other historical moments. This course fulfills the post-1900 requirement. It can be used to fulfill requirements in African Diaspora Studies. Prerequisite: permission of instructor.

Instructor: Schoenfeld

ENGL 488 Richard Wright and Toni Morrison

Credit: 0.5

This seminar considers the work of two preeminent African American writers. We will read not only their major fiction but also the critical prose each has written. In addition, we will familiarize ourselves with the secondary literature about Wright and Morrison. The seminar will also concern itself with other important issues surrounding their work, such as the politics of black authorship at different times in the last century, the role of gender in their work, and the relation between their fiction and their imagined readership, among other topics. This course fulfills the post-1900 requirement. Prerequisite: permission of instructor. Offered every third year.

Instructor: Mason

ENGL 493 Individual Study

Credit: 0.5

Individual study is a privilege reserved for senior majors who want to pursue a course of reading or complete a writing project on a topic not regularly offered in the curriculum. This option is intended to supplement, not take the place of, coursework. Individual study cannot normally be used to fulfill requirements for the major. Typically, an individual study will earn .5 unit of credit, although in special cases it may be designed to earn .25 unit. To qualify for individual study, a student must identify a member of the English Department willing to direct the project and, in consultation with him or her, write a proposal, which must be approved by the department chair. The one- to two-page proposal should describe a preliminary bibliography (and/or set of specific problems, goals, and tasks), outline a specific schedule of assignments, and describe in some detail the methods of assessment. The student should also briefly describe any prior coursework that particularly qualifies him or her for this project. The department expects the student to meet regularly with the instructor for at least one hour per week or the equivalent. The amount of work submitted for a grade should approximate that required, on average, in 400-level English courses. In the case of group individual studies, a single proposal may be submitted, assuming that all group members will follow the same protocols. Students are urged to begin discussion of their proposals well in advance, preferably the semester before the course is to take place.

ENGL 497 Senior Honors

Credit: 0.5

This seminar, required for students in the Honors Program, will relate works of criticism and theory to various literary texts, including several of those covered on the honors exam. The course seeks to extend the range of interpretive strategies available to the student as he or she begins a major independent project in English literature or creative writing. The course is limited to students with a 3.33 GPA overall, a 3.5 cumulative GPA in English, and the intention to become an honors candidate in English. Enrollment limited to senior English majors in the Honors Program; exceptions by permission of the instructor. Prerequisite: permission of department chair

ENGL 498 Senior Honors

Credit: 0.5

See Description for ENGL 497.

ENGL 503 Kenyon Review Writers Workshop

Credit: 0.25

Some recently offered special topics include:
Human Rights and Global Literatures
Caribbean Women's Narratives
American Poetry: Traditions of Meditation
Dickens and Eliot
The Lives and Afterlives of Elizabeth I
Nineteenth Century American Poetry: Whitman, Dickinson, Poe
Writing Medieval Women
Religion and Literature in Medieval England
After the Revolution: Freedom and Form in Nineteenth Century American Literature
Latino/a Literatures and Cultures
Welty and O'Connor:Theory and Practice
Caribbean Women's Narratives
Texting: Reading Like an English Major

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 400-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 (one of Ohio's State Scenic Rivers). In addition, Kenyon 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. Our 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 in environmental studies knits together many traditional academic disciplines. In addition, the concentration can be integrated with a major in international studies, an interdisciplinary program.

First-Year and New Students

Students interested in ENVS are encouraged to take ENVS 112 in their first year. Other appropriate courses for first-year or new students include BIOL 106, BIOL 115, CHEM 108, or ECON 101 . Other introductory courses in affiliated departments may be taken as interests dictate.

The Curriculum

The environmental studies program consists of four components: a one-semester introductory course, ENVS 112 (.5 unit); three semester courses in "core" subjects (biology, chemistry, and economics, for 1.5 units); a selection of 1.5 units (three courses) from affiliated courses in at least two departments; and a one-semester capstone seminar, ENVS 461 (.5 unit). The concentration requires a total of 4 units. Affiliated courses are offered in anthropology, biology, chemistry, economics, philosophy, physics, political science, religious studies, and sociology.

Concentration Requirements

Required Environmental Studies Courses: 1 unit

- ENVS 112 (.5 unit) Introduction to Environmental Studies
- ENVS 461 (.5 unit) Seminar in Environmental Studies

Core Courses in Environmental Studies: 1.5 units

- BIOL 115 (.5 unit) Energy in Living Systems (BIOL 106 can serve as a replacement)
- CHEM 108 (.5 unit) Solar Energy (CHEM 110, 121, or 122 can serve as a replacement)
- ECON 101 (.5 unit) Principles of Microeconomics

Elective Courses for Environmental Studies: 1.5 units selected from the following courses:

Anthropology courses
ANTH 111 Introduction to Biological Anthropology
ANTH 320 Anthropology of Food
ANTH 324 Biocultural Adaptations
ANTH 333 Old World Archaeology

Biology courses
BIOL 228, 229 Ecology and Ecology Laboratory
BIOL 251 Marine Biology
BIOL 352, 353 Aquatic Systems Biology and Aquatic Systems Laboratory

Chemistry courses
CHEM 125 Nanoscience and Materials Chemistry
CHEM 231, 232 Organic Chemistry I and lab
CHEM 341 Instrumental Analysis

Economics courses
ECON 336 Environmental Economics
ECON 342 Economics of Regulation
ECON 347 Economics of the Public Sector

Environmental studies courses
ENVS 150 Environmental Geology
ENVS 251 Field Experience: Environmental Outreach
ENVS 253 Sustainable Agriculture
ENVS 261 Geographic Information Science

Philosophy courses
PHIL 110 Introduction to Ethics
PHIL 115 Practical Issues in Ethics

Physics course
PHYS 108 Geology

Political science courses
PSCI 361 Globalization
PSCI 363 Global Environmental Politics
PSCI 480 Science and Politics

Religious studies course
RLST 481 Religion and Nature

Sociology courses
SOCY 233 Sociology of Food
SOCY 477Y-478Y Fieldwork: Rural Life

Transfer Credit Policy

A maxiumum of two courses may be taken off-campus. Students planning to take a course for transfer credit should consult a codirector of the concentration in advance.

Because careful course selection is necessary to achieve specific objectives, students are urged to consult as early as possible with a program codirector and other faculty members in the Environmental Studies Concentration.

Environmental Studies Courses

ENVS 112 Introduction to Environmental Studies

Credit: 0.5

This course examines contemporary environmental problems, introducing the major concepts pertaining to human interactions with the biosphere. We will explore both local and global scales of this interaction. Course topics include basic principles of ecology (flows of energy, cycling of matter and the role of feedback), the impacts of human technology, the roots of our perceptions about and reactions to nature, the social and legal framework for responding to problems, and economic issues surrounding environmental issues. We will discuss methods for answering questions regarding the consequences of our actions and, using a systems approach, focus on methods for organizing information to evaluate complex issues. The format of the course will be three-quarters discussion and lecture, one-quarter workshop. The workshops will include field trips, experience with collecting data, and application of computer modeling. This course counts as a biology course for the purpose of diversification. No prerequisites. Offered every spring.

Instructor: Fennessy,Heithaus,Mauck

ENVS 150 Environmental Geology

Credit: 0.5

This course will examine some of the interfaces between people (individuals and societies) and our physical planet (geology). Topics for consideration include: rocks and minerals; plate tectonics; surface processes, streams, and flooding; coastal processes; mass movements; water resources and groundwater; waste disposal; and energy resources. We will strive to understand the physical processes involved with each topic as well as the natural geologic time frame associated with each topic. The main emphasis of the course will be the exploration of how humankind responds to each topic, especially in light of our needs and much more limited temporal frame of reference. Lectures will be augmented by laboratories and demonstrations, and several local field trips will highlight the pervasiveness of geology in our everyday lives.

Instructor: Holdener

ENVS 251 Field Experience: Environmental Outreach

Credit: 0.13

In "Field Experiences", students will examine special topics in environmental science, gaining subject knowledge so that they can lead educational experiences for elementary school classes visiting the Brown Family Environmnetal Center at Kenyon College. Students will participate in two workshops at the beginning of the semester and then participate in at least five programs for visitors. Participants will keep a journal and submit a final report on their experiences and evaluations of the effectiveness of the programs.Prerequisites: ENVS 112 or BIOL 112 or equivalent or permission of the instructor. Offered each semester.

ENVS 253 Sustainable Agriculture

Credit: 0.5

The purpose of the course is to introduce students to the principles of sustainable agriculture through hands-on experience on local farms and through readings of current literature. The course thus combines fieldwork and seminar-style discussion. Work on the farm will be varied, determined by the seasons and farm projects under way. In addition, students may be taken to the local Producers Livestock Auction and other off-farm sites as the time and season allow. Students can expect to handle and feed animals, clean barns, harvest and plant crops, prepare farm products for market, build and repair fences, bale hay, and work with, repair, or clean equipment and buildings. Readings will be drawn from relevant books, current environmental literature, and the news media. Discussions will be student-led and combine readings and their experiences in the field. There are no prerequisites for this course. However, students must have available in their academic schedule five continuous hours one day per week to spend working at a local organic farm (travel time will be in addition to these five hours). In addition, students will participate in a weekly seminar discussion of assigned readings, lasting from an hour and a half to two hours. Participation is limited to eight to ten students, and permission of the instructor is required. Preference will be given to upperclass students. Offered every fall.

Instructor: Dean-Otting, Fennessy

ENVS 261 Geographic Information Science

Credit: 0.5

This course is for all students interested in improving their spatial literacy, or the ability to use spatial information to communicate, reason, and solve problems—in this case environmental problems, nearly all of which have a spatial component. Following a review of maps (coordinate and projection systems, cartographic principles, etc.) we will survey a number of online mapping applications (e.g., Google Earth) and use these to produce informative maps. We will also explore the nature of the Global Positioning System (GPS) and how data can be collected in the field for future analysis and presentation. The focus of the course will eventually settle onto the nature of computer-based geographic information systems (GIS) and the ways in which this powerful suite of tools can be used to analyze geographic data, model spatial processes, and make informed decisions. Lectures will introduce fundamental concepts such as scale and resolution, the

nature and structure of spatial data models, and the construction of GIS queries. A series of laboratory case studies will present real-world applications of GIS while offering students opportunities to apply the fundamental concepts discussed in lectures. Prerequisites: sophomore standing or above and permission of the instructor.

Instructor: E. Holdener

ENVS 300 Geographic Information Science

Credit: 0.5

This course is for all students interested in learning about how geographic information science (GIS) is used to analyze geographic data, model spatial processes, and make informed decisions. Following a review of maps and cartographic principles, the course will shift its emphasis to the nature of computer-based geographic information and the ways in which information technologies are used to perform geographic analyses. Lectures will introduce fundamental concepts such as scale and resolution, the nature of spatial data and the structure of GIS data and files, the construction of GIS queries, and GIS data attributes and modeling operators. A series of laboratory case studies will present real-world applications of GIS while offering students opportunities to apply the fundamental concepts discussed in lectures. The course will particularly benefit students who are looking to incorporate GIS into their research with Kenyon faculty members.Prerequisites: sophomore standing or above and permission of the instructor.

Instructor: Holdener

ENVS 461 Seminar in Environmental Studies

Credit: 0.5

The intention of this capstone seminar is to draw together and apply the concepts learned in earlier courses in the Environmental Studies Concentration. The focus of the course will be on case studies of natural-resource management, with specific topic areas to be determined. In this strongly interdisciplinary effort, we will explore ecological, economic, social, and legal issues that influence how people exploit natural resources, and whether that exploitation is sustainable. Students will be expected to develop and communicate their understanding of the complex and inseparable relationships of human well being, ecosystem services, and environmental management. Prerequisites: junior or senior standing and ENVS 112. Offered every spring.

ENVS 493 Individual Study

Credit: 0.25-0.5

Because the Environmental Studies Concentration has no faculty of its own, the nature of an individual study will necessarily vary dramatically depending on the home discipline of the faculty member guiding the course. Details regarding the expected number of contact hours per week, workload, and assessment will be left to the discretion of the faculty member guiding the individual study. There are no formal restrictions on who can pursue an individual study in ENVS. Individual studies are not intended to replace an elective course in fulfilling the requirements of the Environmental Studies Concentration.

Additional courses that meet the requirements for this concentration:

ANTH 111: Introduction to Biological Anthropology
ANTH 320: Anthropology of Food
ANTH 324: Biocultural Adaptations
ANTH 333: Seeds, Settlements, and Standing Stones: The Neolithic in Western Asia and Europe
BIOL 228: Ecology
BIOL 229: Ecology Laboratory
BIOL 251: Marine Biology
BIOL 272: Microbial Ecology
BIOL 321: Developmental Biology
BIOL 352: Aquatic Systems Biology
BIOL 353: Aquatic Systems Lab
CHEM 108: Solar Energy
CHEM 121: Introductory Chemistry
CHEM 122: Honors Introductory Chemistry
CHEM 231: Organic Chemistry I
CHEM 232: Organic Chemistry II
CHEM 233: Organic Chemistry Lab I
CHEM 234: Organic Chemistry Lab II
CHEM 341: Instrumental Analysis
ECON 101: Principles of Microeconomics
ECON 336: Environmental Economics
ECON 342: Economics of Regulation
PHIL 110: Introduction to Ethics
PHIL 115: Practical Issues in Ethics
PHYS 108: Geology
PSCI 361: Globalization
PSCI 363: Global Environmental Politics
PSCI 480: Science and Politics
RLST 481: Religion and Nature
SOCY 233: Sociology of Food

History

Social Sciences Division

As historians we look for and examine what women and men of the past have left behind, what they have created, and what marks they have left on the world. We listen to the stories others have told, look at the pictures others have painted of those pasts. We shape and articulate our own narratives and understandings of historical evidence. We discern and analyze varieties of and connections among human experiences. Through departmental course offerings, the major, and participation in interdisciplinary studies, we teach students to join us in exploring the world's past. We encourage off-campus study and foreign language study, sponsor diverse speakers, and arrange formal and informal gatherings to encourage students to reflect on the human past as a way to understand their world.

New Students

Courses numbered between 100 and 199 are designed as introductory courses, suitable both for those who plan further work in the field and for those who intend to enroll in only one history course during their college career. The department recommends them as appropriate first courses. Nevertheless, unless otherwise noted, all courses numbered below 300 are open to any interested student. Courses numbered from 300 to 499 are seminars. Enrollment in seminars is limited and, except in unusual circumstances, first-year students will not be admitted to them.

Principles of the Major

The department believes that a sound history curriculum presents the following seven elements: (1) authentic research and writing opportunities; (2) a variety of classroom interactions; (3) a blend of studies focusing on breadth with studies focusing on depth; (4) opportunities to learn about different world cultures; (5) engagement with events that occurred well before recent times; (6) an introduction to the ways historians do their work and the theoretical considerations that undergird that work; and (7) an obligation to integrate the various discrete courses that the curriculum offers. The requirements for the major are designed to assure that all history majors experience these elements.

Requirements for the Major

History majors at Kenyon must receive credit for at least 5.5 units of work in courses taught by the History Department or in extra-departmental courses approved by the History Department. No more than one unit may be earned outside the department by students who choose not to study off-campus. Students who choose to study off-campus may earn up to one additional unit of outside history credit. (For information on non-departmental courses that count for history credit, see the department chair.) The 5.5 required units must include: 2 units of work in a field within the major; the .5-unit course on the Practice and Theory of History (HIST 387 or HIST 397, the Junior Honors Seminar on Practice and Theory of History); and the Senior Research Seminar or the Senior Honors Seminar. While taking the courses that meet the requirements in the previous sentence, history majors must make sure to meet the following four distribution requirements: at least 1 unit in Asia and/or Africa; at least 1 unit in Europe and/or the Americas; at least 1 unit in premodern courses; and at least 1 unit in modern courses. The student majoring in history must also, while pursuing the program outlined above, complete at least one advanced seminar (i.e., any 300-400 level seminar except HIST 387, 397, and HIST 490, 497, 498).

Fields within the Major (2 units)

The purpose of fields is to give students the opportunity to organize their history courses into a coherent thematic or geographic area of specialization within the major. When students declare a major, they will submit to the department chair and their department advisor a brief proposal that defines their anticipated field. The field proposal identifies: (1) the geographic comparative area that the student will explore; (2) the courses that the student proposes to take to complete the field; (3) the reasons for these choices; and (4) the role, if any, that off-campus study will play in the field. Students may select their field from the list below:

Regional: Americas (Latin America, U.S.), Asia, Europe, Africa and African-American
Comparative: Medieval, Women's and Gender, Colonial/Imperial

Senior Exercise

The Senior Exercise in history is usually conducted in the spring semester. The Senior Exercise consists of: (1) a newly prepared and significantly revised version of the research paper completed in the Senior Seminar, along with a brief explanation of the chief ways it differs from the Senior Research Seminar paper, and (2) a forty-five-minute oral examination that will focus on prominent themes in the student's field and their relation to the student's research project. For details, contact the history department in Seitz House.

Honors

Honors candidates are chosen by the history faculty and are invited to participate in the program based on their grade point averages (3.33 overall and 3.33 in history courses by the end of the junior year) and demonstrated ability to do high quality independent research.Prior to their senior year, honors candidates should have completed HIST 397. In their senior year, honors candidates enroll in HIST 497 and 498. Honors seminars can be used to meet general major requirements. Senior Honors fulfills the senior research seminar requirement.

The History Minor

A minor in history will consist of at least 2.5 units (typically five courses), which include:

- At least .5 unit in premodern and .5 unit in modern history (as defined in this catalog).
- At least two seminars at or above the 300-level.
- Courses with at least two different professors and in two different fields or areas of the world. A minor should include no more than three courses taken with the same professor.
- No courses taught at Kenyon outside the History Department can be applied toward the minor.

Students desiring to declare a minor in history should consult with the chair of the department.

Transfer Credit Policy

All history transfer credit can be applied to completion of both the major and the minor.

Advanced Placement

Students who have received Advanced Placement scores of 4 or 5 in American and/or European should keep the following in mind:

- They should not enroll in 100-level survey courses that correspond to their AP credits (HIST 101/102 for U.S. AP or HIST 131/132 for Europe AP)
- They may apply .5 unit of AP credit toward the distribution requirements within the major. For example, if your field is African history, you can apply .5 unit of U.S. history to your American/European distribution requirement.
- AP credit may not be applied toward a history major's chosen field. For example, if you have AP credit in U.S. history, you are majoring in history, and your chosen field is U.S., you should not enroll in the U.S. survey (HIST 101/102), although you may enroll in 100-level courses that deal with other aspects of the history of the Americas (for example, HIST 175, HIST 176, HIST 120, HIST 121).
- AP credit can never be used to discharge collegiate distribution requirements. See the registrar's Web site for additional details.

Off-Campus and Foreign Language Study

Faculty members in the department believe that study in another country strengthens academic work in history. Students may meet the above requirements with courses taken off campus, but only with departmental approval. If you contemplate off-campus study, either in the summer or during the regular academic year, you should consult with your advisor to clarify whether or not you may receive departmental credit for off-campus work. History majors should give serious consideration to foreign-language study. Foreign-language competence not only enriches study abroad, it enhances opportunities for historical research at Kenyon.

History Courses

HIST 101D United States History, 1492-1865

Credit: 0.5

This course is a thematic survey of United States history from European conquest through the Civil War. Through lectures, discussions, and readings, students will examine the nation's colonial origin, the impact of European conquest on the native peoples, the struggle for national independence, and the formation of a national government. The second half of the course will focus on the making of a modern democratic nation. Topics will include the expansion of the market economy, chattel slavery, and the factory system. The course will also examine early urbanization, the rise of egalitarianism, westward expansion, the Second Great Awakening, the first women's movements, and the abolition of slavery. The course concludes with an account of the Civil War and the Lincoln administration. No prerequisites. (Fulfills portion of history major foundation survey and premodern requirement.) This course is the same as AMST 101D, listed in the American Studies Concentration.

Instructor: Scott

HIST 102D United States History, 1865-Present

Credit: 0.5

This course is a thematic survey of the United States from the end of the Civil War to the present. Students will examine the transformation of the United States form a rural, largely Protestant society into a powerful and culturally diverse, urban/industrial nation. Topics will include constitutional developments, the formation of a national economy, urbanization, and immigration. The course will also discuss political changes, the secularization of the public culture, the formation of the welfare state, World War I, World War II, the Cold War, and the Vietnam War as well as suburbanization, the civil rights movement, women's and gay rights, and the late twentieth-century conservative-politics movement and religious revival. No prerequisites. (Fulfills portion of the history major foundation survey requirement.) This course is the same as AMST 102D, in the American Studies Concentrarion.

Instructor: Coulibaly

HIST 120 Early Latin America

Credit: 0.5

This course is an introduction to the history of Latin America's colonial period. The course begins with an overview of the century before the first encounters between European and indigenous peoples in the New World, and traces major political and economic developments in the Americas and the Atlantic world that contributed to the shaping of specific social formations in South America, Mexico, and the Caribbean Basin from the sixteenth through the eighteenth centuries. The course will consider not only the establishment and evolution of dominant institutions such as the colonial state and church, but also racial and gender relations that characterized the colonial societies of Brazil and Spanish America. (Fulfills history premodern requirement.)

Instructor: Suarez-Potts

HIST 121 Modern Latin America

Credit: 0.5

This course, through lectures and discussions, will begin by examining the long process of the breakdown of Spanish colonial authority (contrasting Brazil's evolution to that of the Spanish-American republics). It will then shift to studying Latin America's further economic integration into the Atlantic world economy in the late nineteenth century, and the ensuing political, cultural, and social changes that occurred throughout the twentieth century, as regional economies continued to evolve. Social and economic inequality, political authoritarianism, and revolutionary and cultural change will be discussed from an historical perspective.

Instructor: Suarez-Potts

HIST 126 History of the Early Middle Ages: Europe and the Mediterranean, 300-1100

Credit: 0.5

This course surveys the history of the early Middle Ages. Relying mainly on a wide range of primary sources, it traces the broad con-

tours of 500 years of European and Mediterranean history. The course covers the gradual merging of Roman and Germanic cultures, the survival of Roman ideas during the Middle Ages, the slow Christianization of Europe, monasticism, the rise of Islam, and Norse society. Readings include Augustine's *Confessions* , a scandalous account of the reign of the Emperor Justinian, the *Rule of St. Benedict* , a translation of the Koran, and Bede's *Ecclesiastical History* . (Fulfills portion of history major foundation survey and premodern requirements.)

Instructor: Bowman

HIST 127 The Later Middle Ages: Europe and the Mediterranean, 1100-1500

Credit: 0.5

This course surveys the history of the later Middle Ages in Europe and the Mediterranean. Relying mainly on primary sources, the course covers the renaissance of the twelfth century, mendicant and monastic spiritualities, scholasticism, the rise of universities, and the devastation of the Black Death. Readings include Christian, Jewish, and Muslim accounts of several crusades; a saga about a hard-drinking, poetry-loving Norseman; and letters written by two ill-fated twelfth-century lovers. (Fulfills portion of history major foundation survey and premodern requirements.)

Instructor: Bowman

HIST 131 Early Modern Europe

Credit: 0.5

Through lectures and discussions, this course will introduce the student to early modern Europe, with special attention to Austria, Britain, France, Prussia, and Russia. It will treat such topics as the Reformation, the emergence of the French challenge to the European equilibrium, Britain's eccentric constitutional course, the pattern of European contacts with the non-European world, the character of daily life in premodern Europe, the Enlightenment, the appearance of Russia on the European scene, the origins of German dualism, and the impact of the French Revolution on Europe. (Fulfills portion of history major foundation survey and premodern requirements.)

Instructor: Maguire

HIST 132 Modern Europe

Credit: 0.5

The European continent is incredibly diverse: geographically, culturally, economically, ethnically, and politically (to name only the most obvious factors). Throughout the semester we will explore this diversity of experiences since the end of the eighteenth century. We will look at issues of race, class, and gender, as well as violence, poverty, faith, nationalism, technology, and art. We will read novels and memoirs, watch films, and listen to music as we hone our historical knowledge and sensibilities regarding modern Europe, its peoples, and its governments. We will examine the fates of a variety of nations, using examples from across the continent. (Fulfills portion of the history major foundation survey requirement.)

Instructor: Ablovatski

HIST 145 Early Africa

Credit: 0.5

We will explore the history of Africa up to 1800, focusing primarily on events that took place after 800. Using books, articles, primary sources, and videos, we will learn about the great kingdoms that arose in different parts of Africa, the spread of Islam, the Swahili of East Africa, smaller-scale societies, the arrival of European traders, and the impact of the transatlantic slave trade. Ongoing themes in the course will include state formation, religion, cultural exchange, and the role of archaeology and oral histories in the reconstruction of Africa's early history. (Fulfills portion of history major foundation survey and premodern requirements.)

Instructor: Volz

HIST 146 Modern Africa

Credit: 0.5

This course examines the history of Africa from 1800 to the present. We will be using books, articles, novels, and videos to explore nineteenth-century transformations in Africa, European conquest of the continent, the impact of colonialism, the coming of independence, and recent challenges and achievements in Africa. Throughout, we will consider issues of resistance, identity, and cultural change, paying particular attention to the recent roots of current situations in Africa, such as the democratization of some nations and endemic violence in others. (Fulfills portion of history major foundation survey requirement.)

Instructor: Volz

HIST 156 History of India

Credit: 0.5

India is the world's largest democracy. It has a middle-class population larger than the population of France, and a third to a half of the world's computer software is developed and produced there. Not only does India defy simple categorization, but the stereotypes and cliches readily placed on it are grossly misleading. This course is an introduction to both the study of India and the study of history using India as a rich example. The readings and class discussions follow some of the following themes: Muslim rule in India, women in the medieval period, the diversity of cultures in South Asia, religious reform movements, European participation in trade in the Indian Ocean, the British empire, social movements, nationalism, the partition of India and Pakistan, and modern nation states. The course will examine India through a range of sources, particularly sources from South Asia. There are no prerequisites, and the course assumes no prior knowledge about India. (Fulfills a portion of history major foundation surveys requirement.)

Instructor: Singer

HIST 160 Modern East Asia

Credit: 0.5

In the early nineteenth century, the expanding presence of European traders in the waters off the coast of China and Japan interacted with local developments to transform the history of East Asia. This course surveys the history of Japan, Korea, China and Vietnam from the late eighteenth century to the present. It looks comparatively at the struggles of these four societies to preserve or regain their independence and refashion their national identities. It also assesses the position of East Asia in the emergence of the modern world. No prerequisites. Senior history majors are not eligible for enrollment. (Fulfills portion of history major foundation survey requirement.)

Instructor: Dunnell

HIST 161 East Asia to 1850

Credit: 0.5

This course examines the East Asian world before the rise of European maritime dominance, focusing on China, Korea, and Japan. East Asia emerges as a coherent cultural unit in the first millennia CE. These

centuries saw the introduction and spread of Buddhism throughout the region, a religion whose faith and associated practices dominated people's world view and profoundly shaped the physical and human landscape. Significant shifts in the twelfth to eighteenth centuries, in particular in the practices of the mature "family-state" (family, gender, politics, and kingship), highlights the Confucianization of East Asia during these later centuries. The Mongol and Manchu conquests of the thirteenth and seventeenth centuries mark key transition points in this process. Readings include memoirs, philosophical and ethical texts, documents, fiction, and interpretative articles.

Instructor: Dunnell

HIST 166 History of the Islamicate World

Credit: 0.5

Instructor: Kilic-Schubel

HIST 175 Early Black History

Credit: 0.5

In August 1619, "twenty and odd negars" were traded for food by the crew of a Dutch sailing vessel. That commercial transaction represented the first recorded incident of a permanent African presence in America. Over the next 146 years, this population of Africans would grow to create an African-American population of over four million. The overwhelming majority of this population was enslaved. This course will be an examination of those enslaved millions and their free black fellows, who they were, how they lived, and how the nation was transformed by their presence and experience. Particular attention will be paid to the varieties of African-American experience and how slavery and the presence of peoples of African descent shaped American social, political, intellectual, and economic systems. Students will be presented with a variety of primary and secondary sources materials; timely and careful reading of these sources will prepare students for class discussions. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive at conclusions for themselves.

HIST 176 Contemporary Black History

Credit: 0.5

This is an introductory lecture and discussion course in the history of African Americans in the United States. Beginning with Emancipation, the course traces the evolution of black culture and identity and the continuing struggle for freedom and equality. Topics will include the tragedies and triumphs of Reconstruction, interracial violence, black political and institutional responses to racism and violence, the Harlem Renaissance, jazz, blues, and the Civil Rights and Black Power movements. Students will be presented with a variety of primary and secondary sources materials; timely and careful reading of these sources will prepare students for class discussions. Students will be confronted with conflicting bodies of evidence and challenged to analyze these issues and arrive at conclusions for themselves. Music and film will supplement classroom lectures and discussions. There are no prerequisites, but familiarity with the materials covered in HIST 175 is assumed.

HIST 190 The Making of the Contemporary World, 1945-1990

Credit: 0.5

From the Cold War to the fall of the Berlin Wall, for more than forty years the potential of vast annihilation colored international and even local history. As Jawaharlal Nehru, the first prime minister of independent India, said at an international conference in 1955, "Today in the world, not only because of the presence of these two colossuses [the United States and the Soviet Union] but also because of the coming of the atomic and hydrogen-bomb age, the whole concept of war, of peace, of politics, has changed." This course explores those changes: the tensions between U.S. and U.S.S.R., the creation of nation-states out of former colonized lands, a shift in world power from Western Europe to the United States, and the way people adjusted to these changes through their art, culture, politics, and economies of everyday life. This is the history that most recently has shaped the world to which you?this generation of college students?will have to respond as you move forward. The two seminar sections will meet jointly once a week for lectures or films, and separately once a week for discussion of primary-source readings. In addition to the rich historical material that the course addresses, students will begin to learn the basic skills of the historian: asking questions, finding and analyzing relevant documents or primary sources, and identifying different kinds of interpretations of those sources. Open to first-year students only.

Instructors: Coulibaly, Dunnell

HIST 205 U.S. Political History: the Great Depression and World War Two

Credit: 0.5

Hoover, F.D.R., farmers, city people, agrarian conservatives, labor, the unemployed, politicians, demagogues, the silver screen, free market vs. national planning, and much more. Among other themes, this course will analyze the development of modern liberalism, the modern party system, and the modern presidency. Additionally, it will assess social, cultural, and intellectual currents of the Great Depression era. Course materials will include biographies, novels, film, and historical studies. Prerequisite: at least sophomore standing and two semesters of American history or political science, or permission of instructor. Can be taken for either political science (PSCI 309) or history credit.

Instructor: Wortman

HIST 208 U.S. Women's History

Credit: 0.5

The course will analyze the diverse experiences and social roles of women from settlement in the seventeenth century to the present day. We will examine the broad themes that have shaped the lives of women, paying close attention to specific experiences. The course will analyze the ways in which notions of gender have changed over time and how a wide variety of women have created and responded to changing cultural, political and economic environments.

Instructor: Coulibaly

HIST 209 Native American History through History, Autobiography, Literature, and Film

Credit: 0.5

This class analyzes themes of change and continuity in post-contact North American indigenous history through classics in Native autobiography, literature, and film. Those classics reveal individual life stories while simultaneously connecting to major themes in the development of the Native experience that reveal both similarities and differences in the tribal and national experience. Among the themes assessed are the impact of colonization and settlement; acculturation and resistance to the dominant culture; the impact and tensions of the missionary experience; the world of traditional values and the complexities of change Native peoples make in their own lives through religious conversion; the pivotal significance of family; the intrusion

of modernity and notions of progress; and autobiography as a genre.
Instructor: Wortman

HIST 210 History of the South, 1607-Present

Credit: 0.5

The course will examine the American South from Jamestown to the present. Lectures and discussions will focus on the South's distinctive development within the American nation, the region's bi-racial character, and the formation of a shared African/European culture. Students will look at the political events that shaped the region, its economy, the regional differences within the South, and changes that have taken place over the course of the last four centuries.
Instructor: Scott

HIST 218 History of Mexico

Credit: 0.5

In this introductory seminar we shall address the formation of Mexico from its Pre-Columbian origins, noting aspects of its history as a Spanish colony and an independent repub?lic. The seminar will consider issues associated with Mexico?s evolving, complex identity and study how the inhabitants of the region have expressed different sentiments and perceptions about their communi?ties, state, and nation. We shall thus explore questions raised by relations between indigenous peoples and various, predominantly Hispanic, ruling groups, as well as questions about class and gender. It will also be possible in the seminar to compare the evolution of Mexico with that of other Latin American regions.
Instructor: Suarez-Potts

HIST 226 The British Empire

Credit: 0.5

Painting in broad strokes on a massive canvas, this course will examine the history of the British Empire from its inception in the sixteenth century through its dissolution in the twentieth. The British Empire, whose beginnings were modest, would by the close of the nineteenth century encompass almost thirteen million square miles and a population of nearly four hundred million. Well before the end of the twentieth century, this empire, the largest the world had ever seen, virtually ceased to exist. Its story, from inception to extinction, is a remarkable one. Internal imperatives, global imperial rivalries, and developments on the periphery impelled the empire forward and ultimately brought about its demise. This course will investigate the evolving characteristics of the British imperial experience and the dynamics responsible for the rise and fall of the British Empire.
Instructor: Kinzer

HIST 227 British History, 1485-2000

Credit: 0.5

This course will survey British history from the accession of the Tudors until the present day. Topics to be considered include the Reformation, the unification of Britain, the civil wars, the rise of parliament, the origins of empire, the industrial revolution, the political response to urbanization, Britain as a great power, the secularization of Britain, and the end of empire.
Instructor: Kinzer

HIST 230 History of the Reformation: 1500-1648

Credit: 0.5

The course will explore the Reformation era in continental Europe from the beginning of the sixteenth century to the end of the Thirty Years War in 1648. This revolutionary period provides important insights into the development of modern Western society. It was a period of dramatic developments in the intellectual, political, economic, and social structures of a civilization. The medieval intellectual and political traditions were fired in the crucible of economic, religious, and social upheaval. The emergence of clearly defined territorial states, modern capitalism, royal absolutism, the Enlightenment, economic and ethnic social stratification, and Christian confessionalism became a fixed part of the landscape of Western culture. The course will cover both the traditionally understood Protestant reformation and Catholic reformation, the late medieval intellectual traditions, urban and rural conflicts, the struggle of empire and kingdoms, religious conflicts and confrontations, capitalism's role in social and political revolution, and the emergence of a new social order.

HIST 231 Habsburg Empire

Credit: 0.5

As a political entity, the aggregation of central European lands ruled from Vienna for almost four centuries constitutes the strangest major power on the European scene in the past five hundred years. Alone among the great states of Europe, the Habsburg realm accepted cultural heterogeneity and actively sought to avoid war. This course will assess the Habsburg experiment in political multiculturalism, seeking finally to account for the Empire?s inability to survive the tensions of the twentieth century. Among the subjects to be considered are: the creation of the modern religious map of Germany, Vienna as the musical capital of Europe, the role of language in politics, the creative rivalry between Prague and Vienna, the emergence and character of nationalism, and the concept of "Central Europe." Lectures and discussions. No knowledge of German required.
Instructor: Ablovatski

HIST 232 Modern European Women's History

Credit: 0.5

In lectures and discussions, we will cover European women's history from the Reformation and Enlightenment up through the late twentieth century and the questions raised by the end of the Soviet system. We will look at women's participation in the work force and in revolutionary movements, their fight for political emancipation and equality, and their relationship to war and racism, as well as study the changing ideas of womanhood, gender, and family throughout modern European history.
Instructor: Ablovatski

HIST 233 Russian Empire and Soviet Union: Histories, Peoples, Cultures

Credit: 0.5

This is a mid-level survey of the history of the Russian Empire and the Soviet Union in the twentieth century. Its objectives are to introduce students to the region, to familiarize them with the major periods of modern Russian history, and to help them to understand some of the important historical issues and debates. Students should develop an appreciation for the ethnic, social, and cultural diversity of both the Russian Empire and the Soviet Union as well as for the ways in which political events shaped the personal lives of the country's population. Though focusing on twentieth-century history, this course will begin with an introduction to the social structures, ethnic composition, and political problems of the late Russian Empire. We will cover the Russian Revolution and early Soviet history, continuing this focus on social structures and diversity. We will then turn our attention to

Stalinism, collectivization, terror, and the second world war. In the postwar era, we will examine the failure of the Khrushchev reforms and the period of "stagnation" under Brezhnev, before turning to Gorbachev and the reforms of perestroika. At the end of the semester, we will approach the end of the Soviet Union and its legacy for the many successor states (not only Russia). Although organized along the lines of political periodization, the class will emphasize the perspectives of social and ethnic diversity as well as culture and gender. We will look at art, literature, and music, and we will attend film screenings outside of class. Historical background in modern European history is recommended. Russian and other regional language skills are welcomed.

Instructor: Ablovatski

HIST 235 Modern France

Credit: 0.5

This course will present a survey of French history from the eighteenth-century ancien regime to the present. Emphasis will be placed upon the political/cultural life of France, particularly, attempts to secure an elusive stability within a long trajectory of revolutionary and counter-revolutionary tumult. The French Revolution, the cultural ferment of the fin de siecle , and the French experience of the crisis years 1914-1945 will receive special attention. The course will also explore the various ways (manifest through art, politics, and social life) in which France conceived of itself as an exemplary nation, or as a practitioner of an exemplary modernity to the rest of the world. No prerequisites.

Instructor: Maguire

HIST 236 Gender, Race, and Class in Modern Germany

Credit: 0.5

Modern German history is often seen as a tension between the "land of the poets and thinkers" (*Dichter und Denker*) and the "land of the murderers and executioners" (*Morder und Henker*). In this class, we will use the perspective of gender to explore and illuminate the main themes and topics in modern German history, beginning with the Enlightenment and the French Revolution, up to Reunification and European Union membership in the present. German language is welcome but not required. Prerequisite: one unit in history, English, or modern languages.

Instructor: Ablovatski

HIST 237 History of Spain: Pliny to the Guggenheim

Credit: 0.5

This course surveys two thousand years in the history of the Iberian peninsula, paying close attention to the intimate and always-shifting relations (political, economic, and cultural) between the peninsula and other parts of the world (Europe, North Africa, the Mediterranean, and the Americas). We move from Spain's important place in the Roman Empire to the recent opening of the Guggenheim museum in Bilbao. Along the way, we examine the Visigothic kingdom; the interaction of Jews, Christians, and Muslims in the Middle Ages; Spanish and Portuguese colonialism in the Americas, Africa, and Asia; the art of El Greco, Goya, and Velazquez; Catalan and Basque separatism; the Spanish Civil War, and the films of Pedro Almodovar.

Instructor: Bowman

HIST 242 Americans in Africa

Credit: 0.5

Instructor: Volz

HIST 258 Ottoman Empire

Credit: 0.5

Founded in the late thirteenth century and lasting until the 1920s, the Ottoman Empire was one of the longest-lasting and most successful polities in history. Although founded and ruled by Muslim Turks, the Ottoman Empire was in reality a multi-ethnic, multi-religious entity, which at its height contained territories in the Balkans, the ?Middle East,? and North Africa. It has left a significant political and cultural legacy, which continues up to our own time. In this course we will examine the entire span of Ottoman history from the establishment of the empire until its dissolution in the aftermath of World War I. Topics to be covered will include: the role of Islam in the Ottoman state, the problems of governing a religiously and ethnically pluralistic empire, the changing nature of Ottoman politics and administration, Ottoman relations with Europe, Ottoman responses to modernity, the rise of nationalisms, and the events leading up to the eventual creation of the modern Turkish Republic in the Ottoman heartland.

Instructor: Kilic-Schubel

HIST 260 Medieval Islamic Empires

Credit: 0.5

In 1344, when Ibn Battuta left his native Tunis and traveled across notions of national identity in Latin America. The period covered will be approximately 1820 to 1950, and we will compare many different regions of Latin America. The course will use secondary and primary texts, and will be a mixture of discussion formats with some lecture.

Instructor: Kilic-Schubel

HIST 261 The Mongol Empire in World History

Credit: 0.5

Why did Mongolian and Turkic nomads join together to conquer so much of the known world in the early thirteenth century? What impact did their conquests have on the civilizations they encountered and ruled, from southern Russia to Persia and China? In a sense, global history began with the conquest of Baghdad by the Mongols in 1258, which is often seen as the beginning of the decline of Islamic civilization. In reality, the period between this event and the rise of European dominance saw remarkable cultural florescence throughout Eurasia, as the center of Islamic civilization shifted from the Arab world to Asia, where new empires were founded by Turko-Mongol Muslims. We will proceed by looking first at what it meant to be a nomad and how nomadic societies organized states and interacted with sedentary or farming civilizations (China and Persia, chiefly). Then we will contrast the bureaucratic agrarian civilizations of Persia and China. Taking up the career of Chinggis Khan and the new empires founded by his descendants, we will explore the role of religion, commerce, and cultural exchange in setting new paradigms of political and cultural expression in the areas conquered by the Mongols and their Turkic allies. The class will analyze diverse source materials, including chronicles, folklore, travelers? accounts, art, and artifacts. The format is lecture-discussion, with lectures on Wednesday and discussion/presentations on Friday. No prerequisites, but sophomore standing or above is required. (Fulfills history major Asia and premodern requirements.)

HIST 262 Japan to 1850

Credit: 0.5

This course traces the important institutional (socio-economic and political) and cultural developments that culminated in the Tokugawa unification of Japan in the seventeenth century under a samurai gov-

ernment. The vibrant culture and booming economy that blossomed in the eighteenth century laid the foundations for Japan's modern transformation. Students will examine and discuss a variety of sources (documentary, literary, and visual), watch some films, and become familiar with early Japanese views of their society and with modern scholars' interpretations of Japan's cultural and historical development. No prerequisites. (Fulfills portion of history major foundation survey and premodern requirements.)

Instructor: Dunnell

HIST 263 Imperial China

Credit: 0.5

Instructor: Dunnell

HIST 264 History of Modern Middle East

Credit: 0.5

Instructor: Kilic-Schubel

HIST 271 Development of International Society

Credit: 0.5

This course will explore the development of the modern international society of nation states, from its beginnings in Western Europe in the sixteenth century, through the two major waves of European colonization of other areas of the world, to the decolonization following the Second World War. Students will examine the roles of economic change, the spread of individualist ideas and attitudes, and power politics in promoting the expansion of the state system, capitalism, and aspects of Western culture from Europe to the rest of the world. The political and cultural resistance of colonized peoples to European expansion and the incorporation of colonial economies into the world economy will also be examined. Chronologically, topics to be considered include the rivalry between emerging European empires and Islamic empires at the beginning of Western expansion; the conquest of the New World; nineteenth century imperialism explanations for the new wave of imperialism and consequences of it; and the rapid growth of independent states due to decolonization in the postwar period. Finally, the political, economic, and cultural/religious consequences of imperialism and decolonization will be explored. Students may take this course for credit in either history or international studies (INST 201).

HIST 275 World War II

Credit: 0.5

This course will examine the circumstances and factors leading to World War II and to U.S. entry into the war. The course will focus on the disruption of the world order through the rise of German, Japanese, and Italian imperialism. The course will analyze the effect of the worldwide economic depression of the 1930s. Other topics include the military strategies and conduct of the war, its impact on the home front, and its long-term effects on U.S. foreign policy.

Instructor: Coulibaly

HIST 300 The History of Kenyon College

Credit: 0.25

This course will explore the history of Kenyon College and the Village of Gambier from 1824 to the present. The course will include theoretical and practical instruction on archival research methods. Research tools will include primary source material such as print and photographic archival collections, oral histories, and historical artifacts. The capstone of the course will be a collaborative research project focusing on one aspect of the College's history. The class format will be seminar discussion.

HIST 305 American Presidents

Credit: 0.5

The seminar will look at the American presidency through the lives and administrations of select presidents, including Washington, Jefferson, Jackson, Lincoln, Theodore Roosevelt, Franklin Roosevelt, Lyndon Johnson, and Ronald Reagan. In addition to seminar participation and assigned readings, each student will undertake an independent research project on either the presidency or a particular president. Students will present their findings to the seminar as well as complete a research paper. Fulfills portions of the history major foundation survey requirement.

HIST 307 Great African American Migration: 1900-1970

Credit: 0.5

Instructor: Scott

HIST 309 Radical Movements in American History: The Old Left

Credit: 0.5

The seminar analyzes the origins, development, and demise of the "Old Left"—anarchism, socialism, and communism in its various forms, political and to a lesser extent cultural, from the 1870s through the 1950s. Depending on availability of paperbacks, the class will include the assessment of the phenomenon of political conversion from radical left movements to conservatism through such figures as John Dos Passos and Whittaker Chambers. Fulfills history major advanced seminar requirement.

Instructor: Wortman

HIST 310 The Civil War

Credit: 0.5

The Civil War is perhaps the defining moment in the history of the United States. When the war ended, slavery had been abolished, four million African Americans had been freed, the South had been laid waste, and the power of the federal government had been significantly expanded. The war set in motion forces that would change the nature of citizenship and alter the nature of American society, politics, and culture forever. This course will focus on the causes of the war, its military campaigns, and its social, political, and cultural consequences for black and white Northerners and Southerners. The course concludes with an examination of the war's continuing hold on the national imagination.

Instructor: McNair

HIST 311 Immigrant Experience in the United States

Credit: 0.5

We will examine how successive waves of immigrants, from the eve of the Civil War to the present, have shaped cities, markets, suburbs, and rural areas, while altering education, labor, politics, and foreign policy. The course will address such questions as: Why do people leave their homelands? Where do they settle in America and why? What kinds of economic activities do they engage in? How do the children adapt? How does assimilation work? What are the effects of immigration on those born in America?

Instructor: Coulibaly

HIST 312 Blacks in the Age of Jim Crow

Credit: 0.5

One historian has described the years between 1880 and 1920 as the "nadir of black life." During this period African Americans were politically disfranchised, forced into debt peonage, excluded from social life through Jim Crow segregation, and subjected to historically unprecedented levels of extralegal violence. This course will examine how African America was affected by these efforts at racial subjugation and how the community responded socially, politically, economically, intellectually, and culturally. Topics will include the rise of Booker T. Washington and W.E.B. DuBois as political leaders, the founding of the NAACP, the birth of jazz and the blues, the impact of the Great Migration, racial ideologies, lynching, and class, gender, and political relations within the African American community. (Fulfills history major advanced seminar requirement.)

HIST 313 Black Intellectuals

Credit: 0.5

The course will examine the emergence of black intellectual life in the United States from the early nineteenth century to the present. The course will focus on the changing role of black intellectuals as individual figures, as well as political and social leaders. The course will also focus on how slavery, racism, and gender discrimination have affected black thought. Works of fiction and films will be used extensively.

Instructor: Coulibaly

HIST 314 U.S. Foreign Policy, 1898 to the Present

Credit: 0.5

Instructor: Coulibaly

HIST 316 Jazz Age: 1900-1930

Credit: 0.5

The Jazz Age seminar will examine the emergence of modern America in the first third of the twentieth century. The seminar will discuss the Progressive political movement, popular culture, feminism, African-American migration to northern cities and its impact, World War I, mass-communication, and the formation of a youth culture. (Fulfills history major advanced seminar requirement.)

Instructor: Scott

HIST 317 Gilded Age America: 1877-1900

Credit: 0.5

This seminar will examine the formation of a multiracial, urban America following the Civil War and Reconstruction. Topics addressed will be urbanization, economic integration, immigration, conquest of the West, the New South, late Victorian culture, and the Spanish American War. (Fulfills history major advanced seminar requirement.)

Instructor: Scott

HIST 320 The Caribbean

Credit: 0.5

This seminar will concern itself with the Anglophone, Francophone, and Spanish- and Dutch-speaking islands of the Caribbean, as well as such mainland Caribbean nations as Belize, Guyana, and Surinam. Among the topics to be explored are the Indian heritage, European imperialist rivalry, the African traditions in the Caribbean, the quest for independence, and superpower rivalry in the area. (Fulfills history major advanced seminar requirement.)

HIST 321 The Mexican Revolution: Origins, Struggles, and Significance

Credit: 0.5

This seminar introduces students to the subject of the Mexican Revolution. It is a period in the early twentieth century (1910-1920) that defies easy description. The course will examine the major social and political struggles of the revolution, their origins, and their implications as the country emerged from civil war in the 1920s and then underwent substantial reform in the 1930s. Further, the seminar will consider the meaning(s) of the revolution, and how it has been conceived and re-imagined in cultural and ideological terms. The seminar will examine primary sources in class, but the assignments and reading will focus on the historiography concerning the revolution and on the interpretation of its political, social and cultural significance. There are no specific prerequisites for this course. However, students should have some historical knowledge of the late nineteenth and twentieth centuries and be prepared to gain quickly an overview of the main events of modern Mexican history.

Instructor: Suarez-Potts

HIST 322 Human Rights in Latin America

Credit: 0.5

This seminar will examine how human rights have been articulated in distinct historical contexts in Latin America. We shall first review early notions of human rights and natural law as expressed during the Spanish conquest of the Caribbean and the Americas. Second, the seminar will identify the main tenets of human rights law and discourse, as comprehended in general terms since the establishment of the United Nations. Then we shall study how varying concepts of human rights have been asserted in recent years in connection with the struggles of political dissidents, prisoners and refugees, indigenous groups, and women.

Instructor: Suarez-Potts

HIST 328 The Crusades: Religion, Violence, and Growth in Medieval Europe

Credit: 0.5

In the late eleventh century, Pope Urban II launched the First Crusade by calling on European knights to reconquer the city of Jerusalem. The objectives of the first crusaders may have been fairly circumscribed, but for the next four centuries the crusading movement had complex and varied consequences for the inhabitants of Europe, north Africa and the Middle East. In this course, we will examine (1) the confluence of religious, political, and economic motivations that inspired crusaders, (2) the extension of the notion of crusade to Islamic Spain and parts of northern Europe, and (3) the manifold interreligious and cross-cultural exchanges (peaceful and violent) that resulted from the crusades. Fulfills the history premodern requirement.

Instructor: Bowman

HIST 330 Crusaders, Pilgrims, Merchants, and Conquistadors: Medieval Travelers and Their Tales

Credit: 0.5

In medieval England, a strong and sophisticated legal system coexisted with the everyday use of violence to settle private quarrels—not much different from the modern United States. In this seminar, we will examine the history of law and disorder from the Anglo-Saxon invasions to the Wars of the Roses. In addition to the development of the English Common Law and institutions such as the jury, we will examine the perceptions and responses to crime and discord, including

the most important questions: what was a crime, what was a criminal, and what was the role of punishment? We will explore the ways that authorities and common folk defined and enforced crimes, the involvement of different groups in the processes of law, and the roles of outlaws such as Robin Hood. Throughout, we will consider modern analogues, including issues such as jury nullification, enforcement of laws, and debates over justice and punishment. Classes will focus on close analysis and discussion of a variety of primary sources in translation. Prerequisite: HIST 126 or 127. (Fulfills history major advanced seminar requirement.)

HIST 331 Europe Between the World Wars

Credit: 0.5

This course covers the major political, social, and cultural developments in Europe during the period of the two world wars. This time period saw the collapse of empires and the creation of new national states and witnessed the first socialist revolutions and the creation of a new state organized on Marxist principles in the Soviet Union. During this era, liberal democracy and capitalism failed, authoritarian and totalitarian dictatorships proliferated, and, ultimately, political violence and warfare overtook the European continent. At the same time, the first half of the twentieth century saw an explosion of creativity, technological expansion, and utopian social and cultural projects. Interpretations of "inter-war" Europe have ranged from nostalgia for a golden age before the horrors of the Second World War to focus on the constant political and military conflict of a "second Thirty Years War." In order to analyze these varying interpretations of the era, we will focus on themes such as political ideology, class conflict, racism, gender, the persecution of "internal enemies" and social outsiders, violence, and the general crisis of modernity. No prerequisites, but students without Modern Europe (HIST 132) should talk to the instructor about their preparedness. Fulfills history major advanced seminar requirement.

Instructor: Ablovatski

HIST 333 Freud's Vienna: Culture, Politics, and Art in the Fin-de-Siecle Habsburg Monarchy

Credit: 0.5

This upper-level seminar will examine the explosion of creativity and radicalism in late Hapsburg society, focusing on the capital city Vienna. In the years before and after 1900, Vienna was a vibrant city, home to many of the most important creators of early twentieth-century modern culture, among them not only Freud but also such figures as: Gustav Klimt, Egon Schiele, Otto Wagner, Karl Kraus, Arthur Schnitzler, Hugo von Hofmannsthal, Robert Musil, Theodore Herzl, Otto Bauer, Karl Lueger, Gustav Maher, and Arnold Schoenberg, to name only a few. Taking the multi-lingual/-religious/-ethnic Habsburg monarchy as our base, we will follow developments in the fields of psychology, medicine, literature, architecture, art, and music, putting them into the context of important political and social movements like socialism, nationalism, anti-Semitism, and liberalism. This seminar is designed for junior and senior history majors with a background in European history. However, non-majors with knowledge of or interest in music, art history, or German literature are strongly encouraged to join. Fulfills history major advanced seminar requirement.

Instructor: Ablovatski

HIST 336 Theory and Action in the Politics of Locke, Burke, and Mill

Credit: 0.5

Major figures in the history of political thought, John Locke, Edmund Burke, and J.S. Mill were also deeply engaged with the turbulent political events of their time. The political crisis that gave rise to the Glorious Revolution of 1688-89 is fundamental to understanding the composition and publication of Locke's *Two Treatises of Government*. Burke, a member of Parliament and leading Whig politician, responded vigorously and memorably to the coming of both the American and French revolutions. Mill, mid-Victorian England's most influential political theorist, was also an active member of Parliament during a time when issues central to the emergence of mass politics pressed hard upon the existing order. This seminar will closely examine the intersections of text and context, thought and action, in the political undertakings of these three distinguished thinkers.

Instructor: Kinzer

HIST 337 Socialism at the Movies

Credit: 0.5

This class will look at the history of the Soviet Union and the post-1945 German and East European socialist states with a concentration on films made in these countries, as well as films made elsewhere or later about life under state socialism. We will focus on a few key eras and topics, such as World War II films, Stalinism/socialist realism, the Thaw, the position of women in socialist society, and generational conflict. Students will be required to attend a weekly film screening as well as participate in class discussion. During the semester, each student may pick a topic for an in-depth research project. Previous coursework in European history preferred. See instructor for questions about prerequisites. Russian, German, or eastern European language skills are welcomed.

Instructor: Ablovatski

HIST 338 Middle East

Credit: 0.5

This seminar offers an interpretive survey of the history of the Middle East from the Ottoman Empire until the present.

Instructor: Schoenhals

HIST 339 Eastern European Life Stories

Credit: 0.5

Modern East European history is full of contradictions. It has been at times: turbulent and stagnant, oppressive and emancipatory, revolutionary and "backward," ethnically diverse and racist/nationalist. How have individual people experienced their history and how have they understood their own place within it? Using a variety of memoirs, autobiographies, interviews, and documentary films, we will explore the life narratives of East Europeans in the nineteenth and twentieth centuries, paying particular attention to minorities and women, groups whose memories and experiences often differed from the dominant historical narratives. Students with German, Russian, or other East European language skills are particularly encouraged to join. Prerequisite: at least one unit in history, English, or modern languages. (Fulfills history major advanced seminar requirement.)

Instructor: Ablovatski

HIST 340 Tudor and Stuart Britain

Credit: 0.5

Instructor: Kinzer

HIST 341 African Women in Film and Fiction

Credit: 0.5

In this seminar, we will explore social changes that have taken place in Africa during the past century as portrayed in novels and films by and about African women. A variety of works from throughout the continent will be considered, but the general focus will be on the impact of colonization, urbanization, and other recent social changes. Among the topics addressed will be polygyny, motherhood, education, religion, employment, political activism, and the recent AIDS epidemic. In each case, the emphasis will not be on victimization or cultural decline, but rather, as expressed in their works of art, the resilience and adaptability of African women. (Fulfills history major advanced seminar requirement.)

Instructor: Volz

HIST 345 History of the Indian Ocean

Credit: 0.5

Long before Columbus crossed the Atlantic Ocean, peoples residing along the shores of the Indian Ocean had already established an extensive maritime network that linked the civilizations of India, China, Southeast Asia, the Middle East, and East Africa. For centuries, the volume and wealth of the trade that crossed the Indian Ocean exceeded that of any other region, and it was in hopes of gaining access to that commercial zone that Europeans embarked on their voyages of "discovery." This seminar explores the historical development of the Indian Ocean as a scene of wide-ranging cultural and economic exchange, passing through stages of regional, Muslim, and European dominance that led to its decline in the nineteenth century. In focusing more on long-distance trade and interaction than on land-based states, the class will venture beyond the scope of many historical studies and investigate issues such as the nature of premodern globalization and the difficulty of studying people and places that are regarded as between, on the edge of, or alone on the high seas. The seminar will culminate with students writing a research paper on a topic of their choosing. Fulfills history major advanced seminar and premodern requirement.

Instructor: Volz

HIST 349 Contemporary West African History through Fiction and Film

Credit: 0.5

Novels and films are a powerful tool of historical projection in modern societies, and Africa is no exception. The sub-Saharan African novel is a recent phenomenon, dating back, for the most part, to the early twentieth century. The African film is of even more recent vintage and to a large extent remains a marginal form of expression for most of sub-Saharan Africa. However small a group they remain, sub-Saharan novelists and filmmakers have had a considerable impact on the societies that produced them. We will examine the influence of African novelists and filmmakers on the political and social realms of their societies and attempt to determine the relationship between novels, films, and the historical reality of sub-Saharan Africa from the 1940s to the present. We shall also focus on how novels and films have in turn been shaped by the historical forces they have attempted to transcend. Finally, we will analyze the vision Africans have of their past and their judgment of that vision. Fulfills history major advanced seminar requirement.

Instructor: Coulibaly

HIST 350 Race, Resistance, and Revolution in South Africa

Credit: 0.5

This seminar will explore major social and political changes that have taken place in South Africa from 1870 up to the present and examine different ways that those changes have been experienced and studied. From the time of European colonial conquest through the rise and fall of the apartheid state, a variety of competing groups emerged that eventually combined to form the nation of South Africa. That process was accompanied by recurring conflict, but with the end of enforced racial segregation in the 1990s and the introduction of democracy, South Africans have been re-examining their past in search of new narratives that might transcend the legacy of historic divisions. Through study of scholarly works, primary documents, literature and film, this seminar will explore the roots of modern South African society and the variable perceptions of that history.

Instructor: Volz

HIST 353 Tibet between China and the West

Credit: 0.5

One modern historian has called the thirteenth century Mongolian invasions the "first global event," giving birth to the first "permanent world institution"— the "basic information circuit," a notion that encompasses the profound cultural impact of the first sustained linking of Eastern and Western Eurasia. Typically, historians of conquered polities have not looked fondly on the Mongols. The conquest of Baghdad by the Mongols in 1258 is often seen as the beginning of the decline of Islamic civilization. In reality, the period between this event and the rise of European political and economic dominance saw remarkable cultural fluorescence throughout Eurasia. During this time, the center of Islamic civilization shifted from the Arab world to Asia, where new empires— Safavids, Ottomans, Timurid-Mughals, Shaybanid Uzbeks—were founded by Turco-Mongol Muslims. These centuries also saw the rise of diverse new political institutions, transformations of religious thought and practice, and the creation of extraordinary literary, artistic, and technological achievements in the Islamic world and East Asia. However contemporaries and later historians characterize the events of the thirteenth century and their long-term consequences, the Mongol invasions churned up a wealth of commentary and reportage, from one end of Eurasia to the other. Using these and other materials, the seminar will examine some of the many strands in the rich legacy bequeathed by the Mongols to medieval Eurasia. (Fulfills history major advanced seminar and Asia/Africa and/or premodern requirements.)

HIST 356 Vietnam

Credit: 0.5

Vietnam is a region, a country, a nation, a society, and a war, or a series of wars. In this seminar we will explore Vietnam—the place and its people—during the twentieth century, focusing on the era 1945-1975. Our examination of the American war will be situated in the context of Vietnamese and world history, and our sources will include a sampling of voices from the Americans on the ground in Vietnam as well as from a cross-section of Vietnamese society. Through memoirs, biographies, reportage, essays, and films, we will examine the issues of memory, visuality, and race in the construction of history. Class assignments will include short written exercises to develop critical reading and writing skills, and short research reports (or field assignments) to introduce basic research strategies. (Fulfills history major advanced seminar requirement.)

Instructor: Dunnell

HIST 358 Imagined Inda: Film and Fiction

Credit: 0.5

People make sense of their past by telling stories about it. This course focuses on the rich and exciting traditions of literature in India as a way of studying its past, and as a way of studying history itself. Some Indian writers, such as Salman Rushdie, Arundati Roy, and Anita Desai, have, in fact, brought India's history to the world through their fiction. But what different visions of India do they choose to portray? This course will examine their work, but also the work of lesser known Indian writers and film makers, as a way of seeing how Indian intellectuals them selves have defined and described India, on the one hand, and "history," on the other. How have these images changed over time? Among the recent films we may see are Earth, Train to Pakistan, East is East, and Hyderabad Blues. Each challenges viewers' notions of the past as its characters confront it. This course requires some previous knowledge of South Asia or permission of instructor. (Fulfills history major advanced seminar requirement.)

HIST 365 Middle East through Film and Fiction

Credit: 0.5

Both film and fiction have played significant roles in the "Modern Middle East" as means of interpreting the past and also as means of constructing present realities and issues. This seminar will examine aspects of the history of the modern "Middle East" as they are depicted in film and fiction. We will examine works created by artists from a number of different countries including Turkey, Iran, Egypt and Palestine, Afghanistan, Algeria as well as examples of Western imaginings of the region. Themes to be explored will include "Orientalism" and representations of the "Middle East," colonialism, nationalism and resistance, responses to development and globalization, understandings of ethnicity and identity, images of gender relations, and the changing roles of religion. Prerequisite: Sophomore standing. Fulfills history major advanced seminar requirement.

Instructor: Kilic-Schubel

HIST 370 Women and Gender in the Modern Middle East

Credit: 0.5

This seminar will examine constructions of gender, especially the roles of women, in modern "Middle East". Challenging popular stereotypes and images of "Muslim women", this course will explore the diversity in women's roles and experiences in a variety of cultural contexts and historical periods. Using historical, literary, ethnographic and religious sources, this course addresses a variety of topics including the role of religion in the construction of gender, the impact of colonialism and nationalism on gender politics, the impact of globalization, social change and other processes on women's status in different cultural settings. This course will also discuss the rise and impact of transnational feminism particularly in the context of current conflicts and armed struggle in the Muslim world.

Instructor: Kilic-Schubel

HIST 373 Women of the Atlantic World

Credit: 0.5

This course will discuss black women of the Atlantic world, from Africa, to the United States, the Caribbean, and South America from the seventeenth century to the present. Particular attention will be paid to the commonalities black women of the Atlantic world share. The course will examine the impact on black women of the Atlantic slave trade, enslavement, and colonialism. Particular attention will be paid to the status of black women cross culturally, as well as to social organization, race, class, and culture. Lastly, the course will analyze the role of black women in both the struggle for freedom and in the women's movement. Works of fiction and films will be used extensively.

Instructor: Coulibaly

HIST 380 Black History through Fiction and Film

Credit: 0.5

HIST 387 Practice and Theory of History

Credit: 0.5

This course, open to history majors of sophomore and junior standing, focuses on the conceptual frameworks used by historians and on debates within the profession about the nature of the past and the best way to write about it. The seminar prepares students of history to be productive researchers, insightful readers, and effective writers. The seminar is required for history majors and should be completed before the senior year. (Fulfills history major practice and theory requirement.)

HIST 397 Junior Honors: Practice and Theory of History

Credit: 0.5

This course, open to history majors of sophomore and junior standing, focuses on the conceptual frameworks used by historians and on debates within the profession about the nature of the past and the best way to write about it. The seminar prepares students of history to be productive researchers, insightful readers, and effective writers. The seminar is required for history majors and should be completed before the senior year. (Fulfills history major practice and theory requirement.)

HIST 400 American Revolution

Credit: 0.5

Seminar will look at the formation of the American Republic. It will look at the pre-Revolutionary causes of the conflict, the Revolution itself, the establishment of a new nation, and the writing and ratification of the Federal Constitution. Course will focus on Political and Constitutional Issues, but will also address Social Change, Native Americans, Women, and Slavery. Fulfills history major advanced seminar and premodern requirements.

Instructor: Scott

HIST 411 The Civil Rights Era

Credit: 0.5

The years between 1954 and 1975 have been variously described by historians as a "Second Reconstruction" and the "fulfillment of the promise of the American Revolution." These years, which constitute the Civil Rights era, witnessed African Americans and their allies transforming the nation by overturning Jim Crow segregation, challenging racism, and expanding the idea and reality of freedom in America. While this period was one in which most African Americans fought for greater inclusion in American society, it was also one which saw the rise of militant nationalist organizations like the Nation of Islam and the Black Panther Party that sought to separate themselves from an America they saw as hopelessly depraved and racist. This seminar will be an intense exploration of this revolutionary period and its personalities through close examination of a variety of primary and secondary sources, documentaries, and motion pictures. (Fulfills history major advanced seminar requirement.)

Instructor: McNair

HIST 412 Race, Politics, and Public Policy

Credit: 0.5

HIST 426 Culture Clash in North America, 1492-1763

Credit: 0.5

This seminar will examine interactions among the three cultural groups that inhabited Atlantic North America from the days of Columbus's first voyage at the end of the fifteenth century until the British conquest of the region in the middle of the eighteenth century. The three groups were Native Americans, French and British settlers, and Africans. We will look at the power differentials among the three groups, the patterns of cooperation or non-cooperation they adopted, the sources of various cultural misunderstandings, and the strategies for coping that they adopted. Fulfills history major advanced seminar and premodern requirements.

Instructor: Scott

HIST 427 Rise of British Power

Credit: 0.5

This course will examine the rise of British power from the late seventeenth century to the late nineteenth century. Between 1688 and 1815, few years passed when Britain was not doing one of the following: preparing for war; engaging in war; recuperating from war. By 1815 she had emerged as the preeminent power in the world, albeit one whose geopolitical influence was subject to certain notable limitations. The nineteenth century was the age of Pax Britannica. We will seek to under-stand the sources of British power—cultural, financial, commercial, industrial, maritime, political—as well as its ends and means. If much will be said of strength and victory, this will not be to the exclusion of weakness and defeat. Inasmuch as British power can be comprehended only in relation to the power of other states, a compara-tive perspective will necessarily inform our investigation. (Fulfills history major advanced seminar requirement.)

Instructor: Kinzer

HIST 431 Victorian Culture and Society

Credit: 0.5

"When one reflects on all the bitterness that has been expended both in defending and attacking the Victorians, one cannot but regret that Queen Victoria was so long-lived. Had the great Victorians lived under three or four sovereigns, they would be judged on their own merits instead of being regarded as embodiments of an epoch which owes the illusion of its spiritual unity to the longevity of a single person" (Hugh Kingsmill, 1932). Not all "Victorians" were "great Victorians," and this course will take into account the not-so-great as well as the more eminent representatives of the age. Be it called "Victorian" or not, nineteenth-century England did constitute an "age," one of unprecedented change—demographic, social, economic, technological, cultural, and political. Yet a number of continuities played an indispensable role in allowing this society to sustain a notable measure of stability despite the dramatic impact of forces laden with transformative power. We will seek to come to grips with both the change and the continuity. In doing so, we will investigate both nineteenth-century texts (e.g., J.S. Mill's *Subjection of Women* and Bram Stoker's *Dracula*) and modern historical treatments of the period. And we may well discover the difficulty of "judging" the "Victorians," whose fascinating and influential society spawned a diversity and complexity that defy easy generalization and simple interpretation. (Fulfills history major advanced seminar requirement.)

Instructor: Kinzer

HIST 434 History of Ireland

Credit: 0.5

This seminar will introduce students to the history of Ireland. Through readings, reports, and discussions, the seminar will examine major topics and themes in Irish history from the pre-Christian origins of Celtic society on the island to the present. Enrollment limited to fifteen. (Fulfills history major advanced seminar requirement.)

Instructor: Kinzer

HIST 437 Late Antiquity: The Mediterranean World from Augustus to Muhammad

Credit: 0.5

Instructor: Bowman

HIST 438 The Medieval Spains: Antiquity to the New World

Credit: 0.5

This seminar explores the history of the Iberian peninsula during the Middle Ages. The history of medieval Spain differed dramatically from the rest of Europe. For over 700 years, the peninsula was divided between Muslim and Christian rule. During different periods, many Christians lived under Islamic rule, and many Muslims under Christian rule. Most major cities also had long-established Jewish communities. As a result of multiple superimposed migrations and invasions, Spain was the most ethnically and religiously diverse part of Europe. The interactions among these different groups ranged from fruitful cooperation and tolerance, on the one hand, to virulent persecution, on the other. This course explores the rich, but volatile, relations between different ethnic and religious groups while placing Spain's history in the context of its relations with other regions. To understand the dynamic, and sometimes, violent societies of medieval Spain, one must appreciate the shifting patterns of economic, political, and cultural ties which linked the peninsula to Europe, north Africa, the eastern Mediterranean, and the Americas. Fulfills history major and minor premodern requirements.

Instructor: Bowman

HIST 439 Thinking about God in Modern Europe

Credit: 0.5

Is God dead? If so, why do so many modern people, Christian and Jewish, continue to think about, with, and under God in modern European history? How have different faiths and religious thinkers addressed the challenges of secular modernity since the Enlightenment and the crises (political, intellectual, cultural, spiritual) that have accompanied this modernity in Europe? This seminar will ask these questions through a rigorous study of religious thought in various historical contexts. It begins with the years immediately preceding the French Revolution and subsequently turns to debates about faith and historicism in nineteenth-century thought. In the twentieth century, special attention will be paid to the theological efflorescence in Europe during the cataclysms of 1914-45, with some concluding discussion of religion in contemporary Europe. The course includes readings by Mendelsohn, Simone Weil, Kierkegaard, John Henry Newman, Martin Buber, Rosenzweig, Karl Barth, Dietrich Bonhoeffer, Edith Stein, and Levinas, among others. Prerequisites: one course in one of the following categories: modern European history, Western religion, or modern philosophy. Fulfills history major advanced seminar requirement.

Instructor: Maguire

HIST 444 Faith and Power in Africa
Credit: 0.5
Instructor: Volz

HIST 450 Topics in Chinese History
Credit: 0.5
This seminar explores topics in the history of China primarily from the eleventh to the twentieth centuries. Past seminars have studied the relationship between religion and rebellion or resistance to state authority; the Cultural Revolution; Qing China (in comparison to Tokugawa Japan); and the Song era (tenth to twelfth centuries). See the current online course catalog for availability and topic.

HIST 452 Women, Gender, and State in China
Credit: 0.5
This seminar will explore the Chinese family structure, in theory and practice, and marriage and gender roles in Chinese society over the past millennium, focusing on the late imperial and early modern periods (the eleventh to the early twentieth century). We will pay attention to women's work, particularly the relationship between gender and labor practices—productive and reproductive—and the role of the state and changing technologies in shaping them. Readings will feature Francesca Bray's *Technology and Gender: Fabrics of Power in Late Imperial China,* other scholarly monographs, essays, memoirs, and fictional writings by men and women. Paintings, photographs, and film will provide visual sources for discussion and interpretation. The class will involve primarily discussion of sources and readings and preparation of a research paper. Presumes some background knowledge in Asian history or culture, or in gender/women's history or studies. (Fulfills history major advanced seminar, and a portion of premodern requirement.)
Instructor: Dunnell

HIST 454 Asians in Diaspora
Credit: 0.5
There are so many Tibetans in Dharamsala, India, that people call it Little Lhasa. Ramayana celebrations based on the Hindu epic in Southeast Asia reflect more ancient migrations of Indians, who carried their languages and cultures with them as they migrated. Chinese communities thrive throughout Asia, where Chinese traders once settled in the course of commercial enterprise. This course will examine old and new patterns of Asian migration and the diaspora of various Asian ethnic communities. We will use a lot of cultural artifacts and products of popular culture that reflect the transit of people from one part of Asia to another. There are also, however, some important theoretical questions we have to tackle. What is the relationship between diaspora and assimilation? What does it mean for a community to settle in a place and make it home? The converse of this question is: Who is indigenous? What effect does colonialism have on the changing meanings of migration and diaspora? The transmission of cultures and religions across Asia raises other complicated questions. For example, the "spread of Buddhism" from India eastward is usually seen through the transmission of texts and ideas what about people? We are more apt to consider the importance of people in the spread of Islam. But surely in India, if not Malaysia too, most Muslims within a few centuries were converts, not immigrants. So how do we separate the diaspora of people from the diaspora of ideas?This course is the senior seminar for the Asian Studies Concentration (ASIA 490). It is also a history course and will fulfill the history major advanced seminar requirement and the premodern requirement.
Instructor: Singer

HIST 481 Feast, Fast, Famine
Credit: 0.5
The course explores the cultural, economic, and ecological significance of food in premodern societies. Food serves as a shuttle between the concrete (what do you need to grow an olive?) and the symbolic (what does the Eucharist mean?). Caroline Bynum's work on the religious significance of food to medieval women is one example of the sort of reading that will be included. We will also explore the ways in which the great famine of the fourteenth century altered European social and political structures, how the increased cultivation of legumes fueled economic and demographic expansions (European crusaders were quite literally full of beans), and how leaders used feasting as a political tool. Dietary practices were also markers of religious and ethnic identity. The earliest Christians were, for example, unsure of whether they were still bound by Jewish dietary laws. When Romans disparaged their northern neighbors, one of the most effective ways to express their contempt was to describe how Germanic people used animal fat (rather than olive oil) and drank ale (rather than wine). (Fulfills history major advanced seminar and a portion of the premodern requirement.)
Instructor: Bowman

HIST 490 Senior Seminar
Credit: 0.5
The goal of the course is to give each history major the experience of a sustained, independent research project, including: formulating a historical question, considering methods, devising a research strategy, locating and critically evaluating primary and secondary sources, placing evidence in context, shaping an interpretation, and presenting documented results. Research topics will be selected by students in consultation with the instructor. Classes will involve student presentations on various stages of their work and mutual critiques, as well as discussions of issues of common interest, such as methods and bibliography. This seminar is open only to senior history majors. (Fulfills history major senior research seminar requirement.)

HIST 493 Individual Study
Credit: 0.25-0.5
This is a special study course, generally given as a tutorial, for a student majoring in history who desires to study some topic in depth. The choice of subject will be made by the student with the approval of the instructor who is to direct his or her work. Prerequisites: permission of instructor and department chair.

HIST 497Y Senior Honors Seminar
Credit: 0.5

HIST 498Y Senior Honors Seminar
Credit: 0.5

HIST 90 KAP Contemporary Black History
Credit: 0.25
Instructor: McNair

Some recently offered special topics include:
Modern Germany

Integrated Program in Humane Studies

Interdisciplinary

The Integrated Program in Humane Studies (IPHS), the oldest of Kenyon's interdisciplinary programs, engages students in an intensive study of classic works deriving from a wide range of historical contexts, cultural settings, and fields of knowledge. Our 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 that are most often segregated by disciplines and departments, 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, graphic arts, and plays. These projects enable students to develop their abilities in written communication, oral communication, critical thinking, and new media skills, including design and composition.

The Curriculum

Unlike any other program of its kind, IPHS blends lectures, small seminars (typically twelve students), and one-on-one or two-on-one student-faculty tutorials. This unique approach to learning allows students to work closely with their professors. IPHS promotes a sense of community in which intellectual differences are respected and intellectual ties are strengthened.

Note that completion of the first-year, introductory seminar in IPHS not only counts toward the IPHS concentration but also may fulfill up to 1 unit of the College diversification requirement in the humanities or the social sciences.

More details are available in the IPHS Diversification Credits table.

Requirements for the Concentration

The concentration in IPHS requires 3.5 units of credit, plus the Senior Seminar, as follows:

- The year-long introductory seminar: IPHS 113Y Odyssey of the West: Love and Justice, and IPHS 114Y Odyssey of the West: Reason and Revolt (2 units)
- An additional 1 unit in intermediate-level coursework after completion of the introctory seminar. Students often choose IPHS 215 (Modernism and Its Critics) as one of their upper-level courses. Some courses in history and political science taught by IPHS faculty members may also be counted for the concentration. Courses in a variety of other fields may be counted as well, but students must obtain permission to count such courses by petitioning the program and consulting with the IPHS director.
- Students must also complete a senior (or, by permission, junior) project under the rubric of IPHS 484 or IPHS 485, listed as the Senior Seminar (.5 units).

Integrated Program in Humane Studies Courses

IPHS 113Y Odyssey of the West: Love and Justice

Credit: 1

In the first semester, we 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, and Dante, we investigate these themes as they find expression in the Judeo-Christian and Greco-Roman traditions and in their European legacies.

IPHS 114Y Odyssey of the West:Reason and Revolt

Credit: 1

In the second semester, we focus on the themes of law and disorder, harmony and entropy, and modernity and its critics. Beginning with Machiavelli, Shakespeare, and Hobbes, we investigate the desire to construct a unified vision through reason; then we examine the disruption or refinement of that vision in the works of such authors as Nietzsche, Darwin, and Marx. Throughout the year, we explore the connections between the visual arts, literature, and philosophy. In tutorial sessions, students concentrate on developing the craft of writing. IPHS 113Y-114Y will fulfill the College's humanities requirement with 0.50 unitt of English or classics and half the social science requirement with .5 unit of history or political science.

IPHS 215 Modernism and Its Critics

Credit: 0.5

Continuing the inquiries begun in 113Y-114Y, this seminar addresses the rise of modernism, which represented a massive fissure in Western consciousness. A fault line visible since Romanticism is suddenly fractured. One consequence was that something utterly unique, highly unsettling, and profoundly revolutionary occurred: the role of art and the artist leapt into extraordinary prominence. Why in modernism do the issues of "self," "society," and "authority" figure so prominently in the aesthetic domain? What does the signal role of art suggest about the character of modernism itself? How successful has art been as the focal point of questions regarding authority? Is art's centrality itself

a paradoxical response to the issues of complexity, specialization, fragmentation, and relativity which inform the modern world? In view of modernism's paradoxes and chief concerns, we will address contending views of art and authority in various disciplines and media, including the visual arts, architecture, philosophy, literature, music, dance, and film. Readings will include Baudelaire, Dostoevsky, Nietzsche, Woolf, , Kafka, Breton, and Sartre. Films will include *Triumph of the Will*, *Rashomon*, and *Mulholland Drive*. This course may be used as .5 unit of history for purposes of meeting the diversification requirements. Prerequisite: IPHS 113Y-114Y.

Instructor: Elkins

IPHS 225 Galileo to Einstein

Credit: 0.5

In the early seventeenth Century, Galileo's writings on physics and astronomy helped to establish modern scientific thought. Three centuries later, Einstein's work on relativity and quantum theory helped to transform it. The ideas of both men proved influential and ignited controversy far beyond the bounds of their scientific disciplines. In this class, we will read essential works by Galileo and Einstein (among others) and explore, not only their discoveries, but also their wider views of Nature and the human striving to understand her. What principles guide the scientific quest? Are there limits to scientific knowledge? What are the relationships between between observation and imagination, between genius and ethics, between science and religion?

Instructor: B. Schumacher

IPHS 318 Postmodernism and Its Critics

Credit: 0.5

This course investigates the phenomenon of postmodernism and considers its relation to the modernist era. We will study key definitions and ask: can postmodernism be defined as a postindustrial capitalistic phenomenon, as an increasing emphasis on language games, as a refusal of grand narratives, or as a shift from epistemological to ontological concerns? We will look at the advent of structuralism and its response to existentialism, as well as poststructuralist critiques. What does postmodern politics look like, and what are the implications of its critique of humanism? Postcolonialism, feminism, gender studies, and critical race theory will be also considered for their critique of the Western tradition. We will then examine the reinvigoration of religious discourse. Through our study of postmodern architecture, literature, the visual arts, and film, we will explore the nature of dual-coding, the critique of "instrumental" rationality, new representations of the past, identity, time and space, and a new role for the reader/viewer. Finally, we will consider key critics' defense of humanism before asking whether our "information age" demonstrates a clear departure from the tenets of postmodernism. Prerequisite: IPHS 215.

Instructor: Elkins

IPHS 323 Dante's Divine Comedy

Credit: 0.5

In this course, we will study the whole of Dante's *Divine Comedy* in John Sinclair's Oxford translation. Prerequisite: sophomore standing.

Instructor: Shutt

IPHS 325 The Epic in Antiquity

Credit: 0.5

In this course we will study the development of the epic in Middle Eastern and Graeco-Roman antiquity. Readings will include: *The Epic of Gilgamesh*, Selections from the Hebrew Bible, *The Iliad*, *The Odyssey*, Hesiod's *Theogony*, and *Works and Days*, Virgil's *The Aeneid*, Ovid's *The Metamorphoses*. Prerequisite: sophomore standing.

Instructor: Shutt

IPHS 335 Celts and Germans: Works and Cultures of the Pre-Modern European North

Credit: 0.5

In this course we will examine some of the works and cultures of the pre-modern European North, both in their interaction with the Mediterranean cultures of antiquity and later times and in their own right. Readings will include: *Beowulf*, *The Prose Edda*, *Selections from the Poetic Edda*, *The Saga of the Volsungs*, *Njal's Saga*, *Grettir's Saga*, *Early Irish Myths and Sagas*, *The Mabanogion*, *The Lais of Marie de France*, *Sir Orfeo*, and *Sir Gawain and the Green Knight*. Prerequisite: sophomore standing. Offered every four years.

Instructor: Shutt

IPHS 375 Athenians and Spartans: Ancient Historians and Historiography

Credit: 0.5

In this course we will take a close look at the rise of historiography and at the political and military history of fifth-century Greece, based on a thorough reading of the most prominent existing ancient sources: Herodotus, Thucydides, Plutarch, and Xenophon. Prerequisite: sophomore standing. Offered every other year.

Instructor: Shutt

IPHS 484 Senior Research Seminar

Credit: 0.5

This course, designed as a research and/or studio workshop, allows students to pursue their own interdisciplinary projects. Students are encouraged to take thoughtful, creative risks in developing their ideas and themes. Those engaged in major long-term projects may continue with them during the second semester.

IPHS 485 Senior Research Seminar

Credit: 0.5

This course, designed as a research and/or studio workshop, allows students to create their own interdisciplinary projects. Students are encouraged to take thoughtful, creative risks in developing their ideas and themes.

IPHS 493 Individual Study

Credit: 0.25-0.5

Individual study in the Integrated Program in Humane Studies is reserved for juniors and seniors who have completed at least one course in the program. Individual study projects are designed to offer the opportunity for directed reading and research in areas not generally covered by the regular offerings of the program, or by the regular offerings of other programs or departments. Alternatively, such projects may offer the opportunity for more advanced research in areas already addressed in program offerings. Or, in some instances, they may offer the possibility of studying languages not otherwise available, or not available at an advanced level, in the College curriculum (e.g. Old Icelandic, Old English). Typically, individual study projects will earn .5 units of credit. Students will be expected to meet with their advisors on a regular basis, ordinarily at least once a week. Individual study projects are expected to embody a substantial commitment of time and effort which, at the discretion of the project advisor, may result in a major essay or research report. Students wishing to undertake

such a project should first gain, if possible a semester in advance, the permission of a potential advisor or mentor and then submit a written prospectus of the project for the approval of both the prospective advisor and the program director.

Some recently offered special topics include:
Atoms and the Void
The Great War in History and Literature
History, True or Feigned
The Siege in History and Literature

Interdisciplinary Courses

INDS 163 Entrepreneurship

Credit: 0.5

This course will explore the concept of entrepreneurship on a number of levels. At the societal level we will explore the effects on society of creativity, innovation and entrepreneurial activity. At the individual level will look at what, if anything, it means to "think entrepreneurially." Students will explore their personal strengths to determine their relationship to an entrepreneurial mindset. At the level of the firm, we will use a set of linked frameworks to analyze entrepreneurial concepts and better understand the types of entrepreneurial activity. Finally, we will consider the effects of geography, immigration, gender and "intrapreneurship" on entrepreneurial success. At the term's end, students should understand entrepreneurial thinking, be able to generally examine an entrepreneurial concept and more fully understand how entrepreneurs contribute to and/or cost society.

Instructor: Rice

INDS 231 The Holocaust: An Interdisciplinary Inquiry

Credit: 0.5

This course presents an interdisciplinary inquiry into the destruction of European Jewry during the Second World War. How was it that in the twentieth century, in the midst of civilized Europe, a policy of genocide was formulated and systematically implemented? We will examine the Holocaust within the contexts of modern European history, Nazi ideology and practice, the Jewish experience in Europe, the history of antisemitism, and the psychology of human behavior. Data will be drawn from films, literature, art, memoirs, theology, and historical investigations. An ongoing concern of the course will be the significance of the Holocaust in political discourse and in our own thinking as individuals. When a faculty member from religious studies, modern languages and literatures (German) or history is teaching the course, students may count it toward majors in history, modern languages and literatures (German) or religious studies. Paired with another religious studies course, it will fulfill the diversification requirement in the humanities. Prerequisite: sophomore standing or higher.

Instructor: Dean-Otting, Riegert

INDS 333 Reading World Literature

Credit: 0.5

Literature is *world* literature when it is read for its truly global significance. To read literature as world literature is to discover its diversity. It is to see how fundamental questions inspire very different forms of literary creativity across the globe--to seek intersections across time and space and thereby to appreciate the many ways literary texts represent their cultures. This course explores what it means to read world literature by focusing on a single theme or problem common to many cultures but different for each. For example, the course might focus on the problem of *migrations* to see how global literary forms have found different ways to represent what happens when people move from place to place. Or the course might focus on the world's different ways of representing *coming of age*, or how the *environment* is figured across cultures. The course studies these themes through focus on texts including poems, plays, novels, stories, and other literary forms from nations and cultures not routinely featured together in literature classes. At the same time, the course explores the theory of world literature, as well as the reasons to study it, which include broadening our sense of literature's possible forms and uses, appreciating the world's diversity through its literature, and developing one basis for a sense of global citizenship. Offered every other year.

Instructor: Landry

INDS 493 Individual Study

Credit: 0.25-0.5

INDS 497Y Senior Honors

Credit: 0.5

INDS 498 Senior Honors

Credit: 0.5

INDS 498Y Senior Honors

Credit: 0.5

INDS 510 Science Workshop for Teachers

Credit: 0.13

INDS 520 Activites in Earth and Space Science

Credit: 0.13-0.25

Some recently offered special topics include:
Fundamentals of Research: Techniques and Communication

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.

Getting Started

International studies majors select an area of geographic concentration and follow a series of courses in one of the four thematic tracks described in the curriculum section. We strongly recommend 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). This suggestion is by far the most important one we can make, for success in off-campus study in the area concentration depends heavily on language skills. Second, you should 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.

The Curriculum

All international studies majors concentrate in one of the four tracks described below. In each track, students complete courses in five categories: (1) INST 201, the required sophomore course; (2) core track courses; (3) area concentration; (4) language; and (5) INST 401, the required senior seminar. All majors must also study abroad in an approved off-campus studies program in their geographical area of concentration.

Majors choose to concentrate in one of the following four tracks:

International Development track: This track appeals to those drawn to the study of Asia, Africa, and Latin America because of an interest in the prospects for socioeconomic development in those regions; the transition from an agricultural to an industrial and post-industrial economy; how to maintain an agricultural way of life in the face of global competition; how to address economic inequality and poverty; and how socioeconomic change threatens cultures. Many students are especially interested in the responsibilities of wealthier countries toward those that are poorer. Development is studied as an inherently interdisciplinary topic, building on the perspectives of economics and the other social sciences. Students focus on one geographical region in Asia, Africa, or Latin America, with development as their major topic, but with ample study of the culture and society of at least one country, the one in which they undertake off-campus study. OCS programs that give special emphasis to development themes are especially encouraged.

Transnationalism track: This track appeals to students who are interested in how countries interact in world affairs, and in the new ways in which individuals and societies interact in the age of globalization. Transnationalism studies the increasing volume of non-state relationships we witness today, ranging from increased international economic transactions through the vast growth of cross-national communication and travel to the new wave of international migration. In this track students explore the ways that economists, political scientists, and sociologists have explained international interactions, including themes such as globalization, border studies, migration, and the emergence of communities in which people hold more than one nationality. Because transnationalism is inherently cross-regional, students in this track will usually have a primary region and a secondary region of emphasis (e.g., Africa and Western Europe or Eastern Europe and Western Europe).

Global Environment track: The study of issues related to the environment, ecosystems, and natural resources requires an interdisciplinary and international approach. Many environmental issues are global in scope, such as climate change, while others have a more regional focus, such as the impact of life along rivers that flow across international boundaries. Secondly, other issues central to international studies—i.e., economic development, agricultural growth, indigenous land rights, natural resource extraction—have fundamental implications for the environment. Finally, there are environmental questions that are best studied comparatively, such as how similar ecosystems work on different continents. Students in this track combine scientific training with international studies in order to examine complex environmental issues. They are expected to take advantage of a growing number of off-campus studies programs (particularly in Africa and Latin America) that deal directly with environmental questions. Students will focus in-depth on a region (or regions) where they carry out field research. The area-studies focus will emphasize language as well as the social, historical, and cultural contexts in which environ-

mental issues take place. Students majoring in this track will also fulfill the requirements for the Concentration in Environmental Studies and must register for that concentration.

Cultural Studies track: This track explores how people from various cultures and societies understand their place in the universe. How do people produce narratives or music or art to make sense of the world around them? What social structures do they create to relate to one another? What rituals and customs do they practice? To practice cultural interpretation, students must master a language, study abroad, and build an interdisciplinary expertise focused on that region. Students selecting this track will choose one of three areas of thematic focus: Religious and Cultural Studies explores how religious beliefs or practices shape cultural expression; Literature and Cultural Studies explores how culture becomes defined and expressed through literature, the arts, and language; History and Cultural Studies explores how cultures and societies use the past to interpret and give meaning to the present. In each case, students will blend area specialization with cross-disciplinary training. Film, art, music, philosophy may be options in specific cases, where a student is able to fill those requirements. The area-studies component can follow the pattern of traditional area studies—i.e., East Asia, South Asia, Middle East, Africa, areas of former Soviet influence (eastern Europe and/or central Asia), and Latin America. Or it can address new regions and issues that have become important in recent decades. These include immigration in Europe, the Atlantic world/African diaspora, other specific diasporas (Chinese, Indian, etc.), the Islamic world, or indigenous cultures in contemporary or historical contexts.

The following requirements apply to all four tracks:

Sophomore course: This course, INST 201 (The Expansion of International Society), is offered during the second semester in 2011-12.

Language: Majors must complete at least one year of language study beyond the introductory level, for any language offered at Kenyon. If you are studying abroad in a place where the local language is one not offered at Kenyon, then you must complete the Kenyon language requirement and, for the major, take the equivalent of two semesters of additional language study while abroad or through summer programs. All students are required to study a local language during their study-abroad experience.

Off-campus study: All international studies majors must study abroad for at least a semester; most study abroad for a year. Students are expected to study abroad on programs relevant to their academic interests within the International Studies major, area expertise, and foreign language training. Keep in mind that off-campus study at Kenyon is competitive and writing a strong application is critical. In order to study abroad, a student must receive approval from the College and have achieved a GPA of at least 2.75.

Senior seminar: The senior seminar, INST 401 (Contemporary Global Issues), is a comparative course that brings all international studies majors together to look at significant global problems from the various perspectives they bring based on their specializations.

Required core courses and area concentration requirements vary by track, as follows:

International Development Track

Core track courses:

- **Introductory:** ECON 101, ECON 102, and either ANTH 113, or SOCY101, or SOCY 103, or SOCY 105.
- **Upper-level:** Either ECON 331 (Development), or ECON 332 (International Trade), or ECON 339 (International Finance and Open Economy Macroeconomics); and at least one upper-level development-related course from another social science discipline (ANTH 358, PSCI 342, PSCI 347, SOCY 233); and at least one course that situates the challenges of modern development in broader social, political, or historical context, such as HIST 190 or 191, HIST 226, HIST 473; PSCI 360; PSCI 361; RLST 380; SOCY 223; or SOCY 249.
- **Method:** One social science methods course: ANTH 464, ECON 205, ECON 375, HIST 387, PSCI 280, PSCI 397, or SOCY 271.
- **Area concentration:** Students must take at least four area courses in one of the following geographic or cultural regions: sub-Saharan Africa; North Africa and the Middle East; Latin America and the Caribbean; East or South Asia; Eastern Europe and Central Asia; or the Islamic world. At least two of the area courses must be historical in scope, including a course in the modern history of the region. At least two of the area courses must be taken at Kenyon.

Transnationalism track

Core track courses:

- **Introductory:** ECON 101, and either PSCI 240 or PSCI 260, and either SOCY101 or SOCY 103, or SOCY 105.
- **Upper-level:** Three of the following across two departments: ECON 332, ECON 339, ECON 335; PSCI 361, PSCI 355, PSCI 446, PSCI 465; SOCY 235, SOCY 233, SOCY 249, SOCY 291.
- **Method:** One social science methods course: ANTH 464, ECON 205, ECON 375, HIST 387, PSCI 280, PSCI 397, or SOCY 271.
- **Area concentration:** Students must take four courses across two geographic or cultural regions, with no fewer than two courses in each region. These regions are: sub-Saharan Africa; North Africa and the Middle East; Latin America and the Caribbean; East or South Asia; Eastern Europe and Central Asia; North America; Western Europe; or the Islamic world. The two regions and regional courses must be paired so that the student studies similar problems and develops a similar expertise across both regions. (For example, a student interested in migration would study both the source and destination regions—e.g., Latin America and North America; Africa and the Middle East and Western Europe.) At least one course in each region must be a modern history course. At least 2 of the courses must be taken at Kenyon.

Global Environment track

Core track courses:

- **Introductory:** ENVS 112, BIOL 115, CHEM 108 or CHEM 110; ECON 101; and either ANTH 113, or PSCI 240 or PSCI 260, or SOCY 101, or SOCY 103, or SOCY 105.
- **Upper-level:** ENVS 461 and three of the following: ANTH 320, ANTH 357, ECON 336, ECON 342, ECON 345, ECON 347, ENVS 253, PSCI 361, PSCI 362, PSCI 480, RLST 481, SOCY 233.
- **Method:** One of the following, including the appropriate lab for science courses: ANTH 464; BIOL 228, 229 (lab); BIOL 352, 353

(lab); CHEM 231, 233 (lab); ECON 205; ECON 375; ENV 300; HIST 387; PSCI 280; PSCI 397.
- **Area concentration:** Students must take four courses in one of the following geographic or cultural regions: sub-Saharan Africa; North Africa and the Middle East; Latin America and the Caribbean; East or South Asia; Eastern Europe and Central Asia; Western Europe; or the Islamic world. At least two of the area courses must be historical in scope, including a course in the modern history of the region. At least 2 of the courses must be taken at Kenyon.

Cultural Studies track
Students must choose a thematic focus in one of the following: Religious and Cultural Studies; Literature and Cultural Studies; or History and Cultural Studies.

Core track courses
Religious and Cultural Studies
- **Introductory:** one of the following: RLST 101, 102, or 103; and one of the following: ANTH 113; HIST 190; INDS 333; MLL course between 323 and 326; MUSC 206.
- **Upper-level:** four courses in RLST above the 100 level; and two religion-centered courses in other departments: for example, HIST 328, HIST 439, HIST 444, INDS 231, PHIL 240, SOCY 221.
- **Method:** RLST 390

Literature and Cultural Studies
- **Introductory:** an MLL course between 323 and 326; and one of the following: ANTH 113; HIST 190; MUSC 206 ; RLST 101, 102, or 103.
- **Upper-level:** Four courses in MLL beyond the introductory requirement above (the second semester of the introductory Spanish and French literature sequences—SPAN 324, FREN 324—may be counted toward this requirement); and two relevant literature, film, or art history courses from other departments.
- Method: An upper level course on post-colonial literature in ENGL or an upper-level course on post-colonial literature or culture in MLL. (Courses taken to satisfy this requirement cannot be used to satisfy the upper-level course requirement.)

History and Cultural Studies
- **Introductory:** HIST 190 or a director-approved substitute; and one of the following: ANTH 113; INDS 333; an MLL course between 323 and 326; MUSC 206 ; RLST 101, 102, or 103.
- **Upper-level:** Four courses in HIST above the 100 level; and two historically based courses from another department: for example, INDS, RLST 240, RLST 270.
- **Method:** HIST 387
- **Area concentration:** Students must take four courses on one of the following geographic or cultural regions: sub-Saharan Africa; North Africa and the Middle East; Latin America and the Caribbean; East or South Asia; Eastern Europe and Central Asia; Western Europe; or the Islamic world. To fulfill this requirement, students may double count up to two appropriate courses taken to fulfill the student's thematic focus. At least two of the four area courses, however, must fall outside the student's thematic focus. (For example, literature students must take at least two courses dealing with some other aspect of the region, such as its history or religions.) At least 2 of the area courses must be taken at Kenyon.

Senior Exercise
The Senior Exercise provides an opportunity for majors to undertake a project completely on their own initiative. It usually builds on their experience and research abroad and then examines it from a broadly intellectual and comparative perspective. Students are also encouraged to look beyond their region of specialization for a comparison that illuminates work they have done either in the field or in other classes. Seniors are encouraged to consult with any faculty members in the International Studies Program. Projects usually take the form of a research paper of about twenty to thirty pages in length. They are due in mid-February.

Honors
Students wishing to pursue a degree with honors in international studies should consult the director as soon as possible. It is assumed that some of the research for honors will have been completed during the junior-year experience abroad.International Studies Courses

INST 121 Globalization and Migration-at Home
Credit: 0.5
This course explores the ways in which global migration and international trade influences cultural, social, and political perceptions. We will begin by studying the scholarship on globalization and migration, using, for example, Robin Cohen's *Global Diasporas* and James Clifford's *Routes*. We will also read about experiences like the ones Amitav Ghosh describes in *In an Antique Land*. Then we will examine some of the economic statistics and conflicting arguments about the effects of globalization and migration. Sources will include books such as Nigel Harris's *Thinking the Unthinkable: The Immigration Myth Exposed*, documents such as "Policy Matters Ohio: International Trade and Job Loss," and a proposal to increase trade links between northeast Ohio and India. In the last section of the course, we will carry out research projects on globalization in Ohio. Using oral histories of immigrant communities, externships with Ohio chambers of commerce, and media research, students will explore a range of issues that address the cultural, social, and economic influences of the global society at home. This course is open only to first-year students. No prerequisites.

INST 131 China in Transition
Credit: 0.5
In this first-year seminar we will explore the exploding changes in China over the last twenty years. China provides an excellent introduction to the steamroller effects of globalization, since the country came equipped with a very strong, capable government whose leaders were committed to containing even the smallest noneconomic changes related to its market transition. As those leaders have discovered, however, there is no way to "let in the breeze without the mosquitoes": the government has not been able to devise a "screen" to keep out influences that have profoundly changed China's politics, economics, and society. Economic and cultural globalization has transformed every aspect of Chinese society today. Religious, political, environmental, and economic protests shake the country every month, and the number of protests is skyrocketing. Pornography, prostitution, and divorce are on the rise, disrupting social life. New wealth is accompanied by destabilizing inequalities. New development, which has given some Chinese a lifestyle rivaling that of European royalty, has produced dislocation and devastation for others. From televisions and fax machines in the 1980s to the Internet in the new century, globalization has unequivocally ended China's isolation. Our focus will be on the specific transitions as well as on the universality of globalization. Students will be

expected to actively participate in class and help shape discussion. Primary research on the Internet will constitute a large part of the requirements. Open only to first-year students.

Instructor: Mood

INST 201 The Expansion of International Society

Credit: 0.5

This course will explore the development of the modern international society of nation-states, from its beginnings in Western Europe in the sixteenth century, through the two major waves of European colonization of other areas of the world, to the decolonization following the Second World War. We will examine the roles of economic change, the spread of individualist ideas and attitudes, and power politics in promoting the expansion of the state system, capitalism, and aspects of Western culture from Europe to the rest of the world. The political and cultural resistance of colonized peoples to European expansion and the incorporation of colonial economies into the world economy will be examined. Chronologically, topics to be considered include the rivalry between emerging European empires and Islamic empires at the beginning of Western expansion; the conquest of the New World; nineteenth-century imperialism—explanations for the new wave of imperialism and consequences of it; and the rapid growth of independent states due to decolonization in the postwar period. Finally, the political, economic, and cultural/religious consequences of imperialism and decolonization will be explored. Prerequisite: sophomore standing only or permission of the instructor. Offered every year.

INST 401 Senior Seminar: Contemporary Global Issues

Credit: 0.5

This seminar will examine some of the problems inherent in cross-cultural comparison and will explore the ways in which a variety of disciplines grapple with these difficulties by investigating contemporary themes in international affairs. These themes will include some or all of the following: (1) ethnic conflict; (2) comparative perspectives on development; (3) religion and socioeconomic development; (4) contemporary environmental problems; (5) the ethics of armed intervention; (6) the emergence of a world popular culture and its consequences for national cultures; (7) the challenges of democratization; and (8) perceptions of the United States, Americans, and U.S. foreign policy abroad. Open only to international studies majors with senior standing. Offered every year.

INST 493 Individual Study

Credit: 0.25-0.5

Individual study is available to students who want to pursue a course of reading or complete a focused research project on a topic not regularly offered in the curriculum. This option is available only in exceptional circumstances and must involve international studies, rather than subjects more suitable for a particular department. To qualify, a student must prepare a proposal in consultation with a member of the international studies faculty who has suitable expertise and is willing to work with the student over the course of a semester. The two- to three-page proposal should include: a statement of the questions to be explored, a preliminary bibliography, a schedule of assignments, a schedule of meetings with the supervising faculty member, and a description grading criteria. The student should also briefly describe prior coursework that particularly qualifies him or her to pursue the project independently. The program director must approve the proposal. The student should meet regularly with the instructor for at least the equivalent of one hour per week. The amount of graded work should approximate that required in 300- or 400-level social science or humanities courses. Students should plan to read 200 pages or more a week and to write at least thirty pages over the course of the semester. Students are urged to begin discussing their proposals with the supervising faculty member and the program director the semester before they hope to undertake the project. The program director must receive proposals by the third day of classes.

INST 497Y Senior Honors

Credit: 0.5

The Honors Program is designed to recognize and encourage exceptional scholarship and to allow able students to do more independent work than is otherwise feasible. The senior honors candidate works with members of the International Studies faculty to prepare an extended essay (thesis) on a topic of mutual interest, which is defended before an outside examiner in May. Note: students standing for honors also take the senior seminar. Prerequisite: permission of the International Studies Steering Committee.

INST 498Y Senior Honors

Credit: 0.5

See description for INST 497Y.

Additional courses that meet the requirements for this concentration:

AFDS 388: Black British Cultural Studies
ANTH 113: Introduction to Cultural Anthropology
ANTH 245: Cuban Culture: Race, Gender, and Power
ANTH 252: Anthropology of Religion
ANTH 254: Beginning Maya Hieroglyphs
ANTH 320: Anthropology of Food
ANTH 332: Survey of Mesoamerican Prehistory
ANTH 341: Peoples of Mexico
ANTH 345: Ethnicity in Central America
ANTH 346: Women In Latin-American Culture
ANTH 348: South American Archaeology
ANTH 349: The Maya: Ancient and Modern
ANTH 350: Human Sexuality and Culture
ANTH 352: Anthropology of Tourism
ANTH 355: The Andes (South American Archaeology and Ethnicity)
ANTH 358: Medical Anthropology in Biocultural Perspective
ANTH 461: Linguistic Anthropology
ANTH 464: Methods in Cultural Anthropology
ANTH 469: Topics in Mesoamerican Archaeology
ANTH 471: Ethnomedicine: Africa
ANTH 474: Drinking Culture: The Anthropology of Alcohol Use
ARHS 114: Introduction to Asian Art
ARHS 235: Art of China
ARHS 238: Modern Chinese Art
ARHS 239: Contemporary Chinese Art
ASIA 201: The Silk Road
ASIA 490: Senior Seminar: Asia in Comparative Perspective
CHNS 213Y: Intermediate Chinese
CHNS 214Y: Intermediate Chinese
CHNS 321: Advanced Chinese Language and Culture
CHNS 323: Literature and Culture: Chinese Heroes
CHNS 324: Modern China through Film and Fiction
ECON 101: Principles of Microeconomics
ECON 102: Principles of Macroeconomics
ECON 205: Empirical Economics

ECON 331: Economics of Development
ECON 335: Economics of Immigration
ECON 336: Environmental Economics
ECON 338: International Trade
ECON 339: International Finance and Open-Economy Macroeconomics
ECON 349: International Economics
ECON 375: Introduction to Econometrics
ENGL 265: Introduction to Postcolonial Literature
ENGL 282: Beyond Borders: Introduction to Trans-American Literature
ENGL 313: Land, Body, Place in Literature and Film
ENGL 366: African Fiction
ENGL 381: Another America: Narratives of the Hemisphere
ENVS 112: Introduction to Environmental Studies
ENVS 300: Geographic Information Science
ENVS 461: Seminar in Environmental Studies
FREN 213Y: Intermediate French
FREN 214Y: Intermediate French
FREN 323: Approaches to French Literature I
FREN 324: Approaches to French Literature II
FREN 325: Contes et Nouvelles: Exploring French Short Fiction
FREN 328: Modern French Civilization
FREN 337: French Drama Workshop
FREN 343: Seventeenth-Century French Literature
FREN 345: Heart and Reason: Eighteenth-Century French Prose
FREN 346: Romantics and Realists
FREN 348: Twentieth-Century French Prose
FREN 350: Studies in the Early Lyric
FREN 352: Baudelaire to Valéry
FREN 353: Myth and Meaning of the French Revolution
FREN 354: The Arthurian Legend in Old French Literature and Film
FREN 361: Symbolism to Surrealism and Beyond
FREN 391: Special Topic
GERM 213Y: Intermediate German Language
GERM 214Y: Intermediate German Language
GERM 323: German Women Writers
GERM 325: Survey: German Literature and Culture
GERM 361: Images of the German Family
GERM 362: Contemporary German Fiction
GERM 363: From Nietzsche to Kafka
GERM 365: Politics and Gender in German Cinema
GERM 374: Uncanny Love Stories: Theories of Love in German Literature from the Enlightenment to the Present
GERM 375: Freud in German Literature
GERM 381: Faust and Faust Legends in Literature and Film
GERM 385: Weimar Film and Beyond
GERM 387: Rilke, Celan, and Theory
GERM 391: Special Topic
GERM 395: Myth of Nation: German Film from Nosferatu to Hitler and Beyond
HIST 120: Early Latin America
HIST 121: Modern Latin America
HIST 132: Modern Europe
HIST 145: Early Africa
HIST 146: Modern Africa
HIST 156: History of India
HIST 160: Modern East Asia
HIST 161: East Asia to 1850
HIST 162: Japan to 1800
HIST 166: History of the Islamicate World
HIST 171: Modern Islamic World
HIST 189: African-American History through Fiction and Film
HIST 190: The Making of the Contemporary World, 1945-1990
HIST 218: History of Mexico
HIST 219: Human Rights in Contemporary Latin America
HIST 222: History of the Southern Cone
HIST 226: The British Empire
HIST 227: British History, 1485-2000
HIST 231: Habsburg Empire
HIST 232: Modern European Women's History
HIST 233: Russian Empire and Soviet Union: Histories, Peoples, Cultures
HIST 235: Modern France
HIST 236: Gender, Race, and Class in Modern Germany
HIST 237: History of Spain: Pliny to the Guggenheim
HIST 242: Americans in Africa
HIST 248: History of Southern Africa
HIST 250: Special Topics: East Asia to 1800
HIST 258: Ottoman Empire
HIST 260: Medieval Islamic Empires
HIST 261: The Mongol Empire in World History
HIST 262: Japan to 1850
HIST 263: Imperial China
HIST 264: History of Modern Middle East
HIST 275: World War II
HIST 311: Immigrant Experience in the United States
HIST 319: Readings: Afro-Lat America
HIST 321: The Mexican Revolution: Origins, Struggles, and Significance
HIST 322: Human Rights in Latin America
HIST 323: Supernatural Latin America
HIST 324: Pop Culture in Mod Latin Amer
HIST 331: Europe Between the World Wars
HIST 333: Freud's Vienna: Culture, Politics, and Art in the Fin-de-Siecle Habsburg Monarchy
HIST 334: History and Memory in Eastern Europe
HIST 337: Socialism at the Movies
HIST 338: Middle East
HIST 339: Eastern European Life Stories
HIST 341: African Women in Film and Fiction
HIST 345: History of the Indian Ocean
HIST 347: Conflict and Violence Mod Africa
HIST 349: Contemporary West African History through Fiction and Film
HIST 350: Race, Resistance, and Revolution in South Africa
HIST 353: Tibet between China and the West
HIST 356: Vietnam
HIST 358: Imagined Inda: Film and Fiction
HIST 365: Middle East through Film and Fiction
HIST 370: Women and Gender in the Modern Middle East
HIST 373: Women of the Atlantic World
HIST 387: Practice and Theory of History
HIST 391: Special Topic
HIST 431: Victorian Culture and Society
HIST 434: History of Ireland
HIST 439: Thinking about God in Modern Europe
HIST 444: Faith and Power in Africa
HIST 450: Topics in Chinese History
HIST 452: Women, Gender, and State in China

HIST 454: Asians in Diaspora
HIST 472: Modern Poverty
HIST 473: Historical Perspective of Globalization
HIST 481: Feast, Fast, Famine
INST 121: Globalization and Migration-at Home
INST 131: China in Transition
INST 201: The Expansion of International Society
ITAL 213: Language and Culture
ITAL 213Y: Language and Culture
ITAL 214: Introduction to Literature
ITAL 214Y: Language and Culture
ITAL 321: Advanced Italian
ITAL 350: Topics in Italian Cinema
ITAL 391: Special Topic
ITAL 392: Special Topic
JAPN 111Y: Intensive Introductory Modern Japanese
JAPN 213Y: Intermediate Modern Japanese
JAPN 214Y: Intermediate Modern Japanese
JAPN 321: Advanced Japanese
MLL 201: Intermediate Arabic I
MUSC 206: Seminar in Ethnomusicology
MUSC 485: Asian Music Ensemble
PHIL 212: Early Chinese Philosophy
PSCI 240: Modern Democracies
PSCI 241: State and Economy
PSCI 260: International Relations
PSCI 261: America and the World in the Twenty-First Century
PSCI 313: Making U.S. Foreign Policy
PSCI 340: Revolutions
PSCI 342: Politics of Development
PSCI 344: Revolution
PSCI 345: European Politics: The European Union
PSCI 346: Riots, Ballots, and Rice: Comparative Asian Politics
PSCI 347: Democracy and Development in Latin America
PSCI 351: States, Nations, Nationalism
PSCI 355: Immigration, Citizenship, and National Identity
PSCI 361: Globalization
PSCI 363: Global Environmental Politics
PSCI 365: Terrorism: Origins, Dangers, and Prospects
PSCI 371: World War II
PSCI 372: U.S. Foreign Policy since World War II
PSCI 391: Special Topic
PSCI 445: Seminar in European Politics
PSCI 446: The Politics of the Welfare State
PSCI 447: Latin American Politics
PSCI 449: Irish Politics and Society
PSCI 460: The Role of Morality and Law in International Politics
PSCI 461: U.S. Defense Strategy Seminar
PSCI 462: U.S. Foreign Policy after the Cold War
PSCI 465: International Terrorism
PSCI 470: Power, States, and Markets: The Making of Modern Social Order
RLST 101: Encountering Religion in Its Global Context: An Introduction
RLST 102: First Year Seminar: Introduction to Religion
RLST 103: First Year Seminar: Introduction to the Study of Religion: Women and Religion
RLST 210: The Judaic Tradition
RLST 211: Modern Judaism
RLST 232: Afro-Caribbean Spirituality
RLST 240: Classical Islam
RLST 250: South Asian Religions
RLST 260: Buddhist Thought and Practice
RLST 270: Chinese Religions
RLST 275: Japanese Religions
RLST 332: African-American Religions
RLST 342: Religion and Popular Music in the African Diaspora
RLST 360: Zen Buddhism
RLST 390: Approaches to the Study of Religion
RLST 421: Modern Catholicism
RLST 440: Seminar on Sufism
RLST 443: Voices in Contemporary Islam
RLST 444: Fundamentalism in Comparative Perspective
RLST 447: Islam in America
RLST 471: Confucian Thought and Practice
RLST 472: Taoism
RUSS 213Y: Intermediate Russian
RUSS 214Y: Intermediate Russian
RUSS 340: Russian Culture through Film
RUSS 350: Survey of Russian Literature
RUSS 352: Russian Twentieth-Century Literature
RUSS 354: Masterpieces of Russian Nineteenth-Century Literature
SOCY 101: Human Society
SOCY 102: Social Dreamers: Marx, Nietzsche, and Freud
SOCY 103: Society and Culture
SOCY 105: Society in Comparative Perspective
SOCY 106: Social Issues and Cultural Intersections
SOCY 110: Human Society: An Introduction to Sociology
SOCY 113: Social Issues and Cultural Intersections
SOCY 114: Institutions and Inequalities
SOCY 115: Society in Comparative Perspective
SOCY 221: Global Religions in Modern Society
SOCY 229: Social Movements
SOCY 229D: Social Movements
SOCY 233: Sociology of Food
SOCY 235: Transnational Social Movements
SOCY 249: Knowledge of the Other: Journey to the East
SOCY 271: Methods of Social Research
SOCY 425: Gender and the Welfare State
SPAN 213Y: Conversation and Composition
SPAN 214Y: Conversation and Composition
SPAN 321Y: Advanced Grammar, Conversation, and Composition
SPAN 322Y: Advanced Grammar, Conversation, and Composition
SPAN 323: Introduction to Spanish Literature
SPAN 323Y: Introduction to Spanish Literature
SPAN 324: Introduction to Spanish Literature
SPAN 324Y: Introduction to Spanish Literature
SPAN 325: Introduction to Spanish-American Literature
SPAN 325Y: Introduction to Spanish-American Literature
SPAN 326: Intro to Spanish American Lit
SPAN 326Y: Introduction to Spanish-American Literature
SPAN 328: Hispanic Culture and Literatures: Methodologies and Analysis
SPAN 335: Literature and Popular Culture in Spanish America
SPAN 337: Literature and Popular Culture in Spain
SPAN 338: Survey of Contemporary Spanish-American Fiction
SPAN 340: Latin American Cinema
SPAN 343: *Don Quijote*
SPAN 344: Contemporary Spanish-American Short Stories
SPAN 345: Spanish Drama of the Twentieth Century

SPAN 347: Sex, Science, and the Realist Novel in Spain
SPAN 353: The Literature of National Experience in Argentina
SPAN 354: Spanish-American Poetry Since 1880
SPAN 355: The Literature of National Experience in Mexico
SPAN 356: Spanish-American Drama of the Twentieth Century
SPAN 359: Literature and Film from the Cuban Revolution
SPAN 360: The Power of Words: *Testimonios* and Documentary Literature in Spanish America
SPAN 361: Spanish Literature of the Golden Age
SPAN 371: Gender, Identity, and Power in Women's Literature
SPAN 373: Spanish Short Story of the Twentieth Century
SPAN 374: Spanish Poetry of the Twentieth Century
SPAN 375: Spanish-American Essay and the Quest for Decolonization
SPAN 376: Family and Nation in Modern Spanish Film
SPAN 381: Resisting Borders: Contemporary Latino(a) Literature
SPAN 382: From the Empire's Backyard: Literature of the Spanish Caribbean
SPAN 383: Travel Narratives and Cultural Encounters in Latin America
SPAN 385: Cities of Lights and Shadows: Urban Experiences in Latin America
SPAN 391: Special Topics
SPAN 396: Literature of the Southern Cone

Some recently offered special topics include:
Doing Research: Qualitative Approaches and Skills
Writing Your World: Reflections on Knowledge and Power
Human Security

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 spanning form 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.

Beginning Islamic Civilization and Cultures

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 Islamicate 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.

Concentration Requirements and Curriculum

1. Area and disciplinary coursework

Students are required to take at least 2 units (four semester courses) which focus on the Islamic world, outside of the Department of Modern Languages and Literatures. Courses should be chosen from at least two different departments. These courses may be chosen from a list of courses approved by the program committee of the Islamic Civilization and Cultures Concentration and may include up to two relevant courses taken in study abroad programs. These courses must have a substantial amount of work that deals specifically with an aspect or aspects of the Islamic world. One of the courses may be a comparative course that examines the Islamic world together with another cultural region. One of the courses must be an introductory course chosen from the following: RLST 240 Classical Islam, HIST 166 History of the Islamicate World, or HIST 264 History of Modern Middle East. At least one of the courses must be an advanced seminar.

2. Language study

At least one year of instruction in a relevant Islamicate language is required. Currently, this requirement can be met by taking the two-semester sequence of Arabic at Kenyon (MLL 101Y-102Y). The equivalent of one year of approved college-level language instruction in Arabic or another relevant language such as Farsi, Turkish, Urdu, Swahili, Uzbek, or Bhasa Indonesian at another accredited academic institution will also meet the requirement, as will some intensive summer programs, or a semester of language study abroad when paired with language immersion. In the case of transfer students, credit will be accepted for a year of Islamicate language study with a grade of C+ or better pursued at another institution. If the program committee determines that a student possesses native proficiency in a relevant language, it will waive the requirement. Students are encouraged to continue language study beyond one year. It is strongly recommended that students continue their language study beyond the first year.

Off Campus Study

Off-campus study in the Islamicate world is not required, but it is highly recommended. Students should consult with Islamic Civilization and Cultures Concentration faculty and the director of international education for opportunities available to Kenyon students to study in the Islamicate world for one semester or a year. Summer language-study programs are also available for students who need to prepare for off-campus study or desire to learn an Islamicate language not offered at Kenyon (e.g., Hindi-Urdu, Farsi, Turkish, Swahili, Bhasa Indonesian). Students who wish to study abroad in the Arabic speaking world need to complete one year of Arabic at Kenyon before going abroad.

Courses that meet the Islamic Civilization and Cultures Concentration Requirement

ASIA 490 Senior Seminar: Asia in Comparative Perspective (comparative, when the topic is appropriate)*
HIST 156 History of India (comparative)
HIST 166 History of the Islamicate World**
HIST 237 History of Spain: Pliny to the Guggenheim (comparative)
HIST 258 Ottoman History
HIST 261 The Mongol Empire in World History (comparative)
HIST 264 History of Modern Middle East**
HIST 345 History of the Indian Ocean (comparative)
HIST 365 Middle East through Film and Fiction*
HIST 370 Women and Gender in the Modern Middle East*
HIST 438 The Medieval Spains: Antiquity to the New World* (comparative)
MLL 101Y Beginning Arabic
MLL 102Y Beginning Arabic
MLL 201 Intermediate Arabic I
MUSC 103 Introduction to Ethnomusicology (comparative)
MUSC 485 Asian Music Ensemble (Gamelan)
RLST 240 Classical Islam**
RLST 440 Seminar on Sufism*
RLST 441 Islam in North America*
RLST 443 Voices of Contemporary Islam*

* Course fulfills the seminar requirement
** Course fulfills the introductory course requirement

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.

The Curriculum

Students will begin their exploration of law in society with the Introduction to Legal Studies and conclude it with a Senior Seminar in Legal Studies, which will encompass a directed research project within a selected theme or topic.

Introduction to Legal Studies is a survey course that exposes students to a variety of disciplinary approaches to the study of law and legal phenomena. It is intended ordinarily for students who have attained at least sophomore standing and have had some exposure to the social sciences, usually through an introductory course. The Senior Seminar in Legal Studies is open to juniors and seniors who have taken Introduction to Legal Studies and at least two other courses counting toward fulfillment of the concentration requirements (or to students with permission of the director).

Concentration Requirements

The concentration in law and society requires students to complete 2.5 units of specified "law and society" coursework. These units comprise the following: Introduction to Legal Studies (LGLS 110, .5 unit); a semester's work in a philosophy-of-law subject area (philosophy, political science, or history offerings, .5 unit); two courses in two different departments examining law as a social institution (1 unit); and the Senior Seminar in Legal Studies (.5 unit).

Law and Society Courses

LGLS 110 Introduction to Legal Studies

Credit: 0.5

This course examines the law, legal profession, and legal institutions from a variety of traditional social-science perspectives. The primary frame of reference will be sociological and social psychological. The objective of the course is to expose students to a variety of interdisciplinary perspectives on law and to encourage the examination of law-related phenomena through the literature of multiple disciplines. Topics to be covered include law as a social institution; law as a social-control mechanism; a history of law in the United States; the U.S. criminal justice system; philosophies of law; law and psychology; comparative legal cultures; and law and social change. This survey course is intended to encourage and facilitate a critical study of law in society and serve as a foundation from which to pursue the study of law and legal issues in other curricular offerings. This course is required for those students who intend to complete a Law and Society Concentration. Prerequisite: sophomore standing or higher.

LGLS 220 Media and the Law

Credit: 0.5

This lecture and discussion course will introduce students to the law, legal profession, and legal systems as they are portrayed, presented, affected, and utilized by the media. The primary frames of reference from which to examine both issues and legal phenomena will be sociological and social psychological. Students will examine the significant role that the media play in the American justice system as well as the critical legal issues that the media face in pursuing their craft. Central to the foundation of this course is an exploration of the meaning of the speech and press clauses of the first amendment to the U.S. Constitution. Topics to be explored include government censorship, libel, invasion of privacy, obscenity and pornography,the impact of press coverage upon the right to a fair trial, and hate speech. A portion of this course will focus on understanding the role of the media in relation to crime and criminal justice, particularly through the advent of new technologies. Another segment will examine the public's perception of law and justice in popular culture, using examples in literature, film, and television. Prerequisites: sophomore standing or higher.

LGLS 371 Exploring Law: Understanding Socio-legal Methods

Credit: 0.5

This course has been designed as a discussion course with a series of mini-research assignments. This course focuses upon the role and contributions of sociology and the social sciences to the conceptualization of law and legal policymaking. The course materials will draw upon research performed primarily within the context of the American civil and criminal justice system. We will also examine some prevalent notions about what law is or should be, legal behavior and practices, and justifications for resorting to law to solve social problems. Through the use of mini-research assignments, it is hoped that students will gain an appreciation for the complexity and far-reaching impact that the social sciences have upon social policy-making and legal policy-making as well as the difficulty of determining or measuring law and its impact. Permission of Instructor.

LGLS 393 Individual Study

Credit: 0.25-0.5

Individual study is an exceptional, not a routine, option, with details to be negotiated between the student(s) and the faculty member, along with the program director. The course may involve investigation of a topic engaging the interest of both student and professor. In some cases, a faculty member may agree to oversee an individual study as a way of exploring the development of a regular curricular offering. In others, the faculty member may guide one or two advanced students through a focused topic drawing on his or her expertise, with the course culminating in a substantial paper. The individual study should involve regular meetings at which the student and professor discuss assigned material. The professor has final authority over the material to be covered and the pace of work. The student is expected to devote time to the individual study equivalent to that for a regular course. Individual studies will typically run for no more than one semester and award .5 unit of credit. In rare cases when the course must be halted mid-semester, .25 unit may be awarded.

LGLS 410 Senior Seminar Legal Studies

Credit: 0.5

This is an upper-level seminar that offers students in the concentration an opportunity to integrate the various topics and approaches to which they were exposed in the law-related courses they have taken. Each year, the senior seminar will be designed around a specific substantive theme or topic; the themes as well as the format and approach to the course will change from year to year, depending upon the faculty members teaching the course and their interests. Prerequisite: permission of instructor.

LGLS 493 Individual Study

Credit: 0.25-0.5

Individual study is an exceptional, not a routine, option, with details to be negotiated between the student(s) and the faculty member, along with the program director. The course may involve investigation of a topic engaging the interest of both student and professor. In some cases, a faculty member may agree to oversee an individual study as a way of exploring the development of a regular curricular offering. In others, the faculty member may guide one or two advanced students through a focused topic drawing on his or her expertise, with the course culminating in a substantial paper. The individual study should involve regular meetings at which the student and professor discuss assigned material. The professor has final authority over the material to be covered and the pace of work. The student is expected to devote time to the individual study equivalent to that for a regular course. Individual studies will typically run for no more than one semester and award .5 unit of credit. In rare cases when the course must be halted mid-semester, .25 unit may be awarded.

Additional courses that meet the requirements for this concentration:

AMST 401: Framing Intellectual Property
HIST 322: Human Rights in Latin America
HIST 411: The Civil Rights Era
PHIL 115: Practical Issues in Ethics
PHIL 208: Contemporary Political Philosophy
PHIL 235: Philosophy of Law
PHIL 270: Political Philosophy
PSCI 312: American Constitutional Law
PSCI 346: Riots, Ballots, and Rice: Comparative Asian Politics
PSCI 460: The Role of Morality and Law in International Politics
RLST 380: Social Justice: The Ancient and Modern Traditions
SOCY 226: Sociology of Law
SOCY 231: Issues of Gender and Power
SOCY 232: Sexual Harassment: Normative Expectations and Legal Questions
SOCY 243: Social Justice: The Ancient and Modern Traditions
SOCY 291: Special Topic
SOCY 421: Gender Stratification
SOCY 424: Vigilantism and the Law

Some recently offered special topics include:

"*Justice for All*? Race and Gender in the American Legal System
Exploring Law: Understanding Socio-Legal Methods
Justice for All Race and Gender in American Law

Mathematics

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 interrelated 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.

New 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, 108, 110, 111, 116, and 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 the Elements of Statistics (MATH 106) and Data Analysis (MATH 206) or Introduction to Computer Science (MATH 118). A few especially well-prepared students take Linear Algebra (MATH 224) or Foundations (MATH 222) in their first year. (Please see the department chair for further information.)

One section of Precalculus (MATH 110) is offered each fall for those students who wish to strengthen their algebra skills prior to taking calculus. 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. MATH 106 is an introduction to statistics, which focuses on quantitative reasoning skills and the analysis of data. MATH 118 introduces students to computer programming.

To facilitate proper placement of students in calculus courses, the department offers placement tests that help students decide which level of calculus course is appropriate for them. This and other entrance information is used during the orientation period to give students advice about course selection in mathematics. We encourage all students who do not have Advanced Placement credit to take the placement exam that is appropriate for them.

The ready availability of powerful computers has made the computer one of the primary tools of the mathematician. Students will be expected to use appropriate computer software in many of the mathematics courses. However, no prior experience with the software packages or programming is expected, except in advanced courses that presuppose earlier courses in which use of the software or programming was taught.

Course Requirements for the Major

There are two concentrations within the mathematics major: classical mathematics and statistics. The coursework required for completion of the major in each concentration is given below.

Classical Mathematics

A student must have credit for the following core courses:

- Three semesters of calculus (MATH 111, 112, 213, or the equivalent)
- One semester of statistics (MATH 106 or 436)
- MATH 118 Introduction to Programming
- MATH 222 Foundations
- MATH 224 Linear Algebra I
- MATH 335 Abstract Algebra I or MATH 341 Real Analysis I

In addition, majors must have credit for at least three other elective courses selected with the consent of the department. MATH 110Y may not be used to satisfy the requirements for the major.

Statistics

A student must have credit for the following core courses:

- Three semesters of calculus (MATH 111, 112, 213 or the equivalent)
- MATH 118 Introduction to Programming
- MATH 222 Foundations
- MATH 224 Linear Algebra I
- MATH 336 Probability
- MATH 341 Real Analysis I
- MATH 416 Linear Regression Models or MATH 436 Mathematical Statistics

In addition to the core courses, majors must also have credit for two elective courses from the following list:

- MATH 106 Elements of Statistics
- MATH 206 Data Analysis
- MATH 216 Nonparametric Statistics
- MATH 226 Design and Analysis of Experiments
- MATH 236 Random Structures
- MATH 416 Linear Regression Models
- MATH 436 Mathematical Statistics

Applications of Math Requirement

Mathematics is a vital component in the methods used by other disciplines, and the applied math requirement is designed to expose majors to this vitality. There are two ways to satisfy the requirement:

a) Earn credit for two courses (at least 1 unit) from a single department or program that use mathematics in significant ways. Typically, majors will choose a two-course sequence from the following list; other two-course sequences require departmental approval:

- PHYS 140/145
- ECON 101/102
- PSYC 200 together with a 400-level Research Methods in Psychology course

b) Earn credit for a single math course that focuses on the development and analysis of mathematical models used to answer questions arising in other fields. The following courses satisfy the requirement, but other courses may satisfy the requirement with approval of the department:

- MATH 258 Mathematical Biology
- MATH 347 Mathematical Models

Classical mathematics majors may also use MATH 206, MATH 216, MATH 226, or MATH 416 to satisfy the requirement. Additionally, students choosing this option may not use the applied math course as one of the elective courses required for the major.

Depth Requirement

Majors are expected to attain a depth of study within mathematics, as well as breadth. Therefore majors should earn credit in one of four two-course upper-level sequences:

- MATH 335/435 Abstract Algebra I and II
- MATH 341/441 Real Analysis I and II
- MATH 336/436 Probability and Mathematical Statistics
- MATH 336/416 Probability and Linear Regression Models

Other two-course sequences may satisfy the requirement with approval from the department.

Senior Exercise

The Senior Exercise begins promptly in the fall of the senior year with independent study on a topic of interest to the student and approved by the department. The independent study culminates in the writing of a paper, which is due in November. (Juniors are encouraged to begin thinking about possible topics before they leave for the summer.) Students are also required to take the Major Field Test in Mathematics produced by the Educational Testing Service. Evaluation of the Senior Exercise is based on the student's performance on the paper and the standardized exam. A detailed guide on the Senior Exercise is available on the math department Web site under the link "mathematics academic program."

Suggestions for Majoring in Mathematics

Students wishing to keep open the option of a major in mathematics typically begin with the study of calculus and normally complete the calculus sequence, MATH 222 (Foundations), and either MATH 118 or MATH 106 by the end of the sophomore year. A major is usually declared no later than the second semester of the sophomore year. Those considering a mathematics major should consult with a member of the mathematics department to plan their course of study.

The requirements for the major are minimal. Anyone who is planning a career in the mathematical sciences, or who intends to read for honors, is encouraged to consult with one or more members of the department concerning further studies that would be appropriate. Similarly, any student who wishes to propose a variation of the major program is encouraged to discuss the plan with a member of the department prior to submitting a written proposal for a decision by the department.

Students who are interested in teaching mathematics at the high-school level should take MATH 230 (Geometry) and MATH 335 (Abstract Algebra I), since these courses are required for certification in most states, including Ohio.

Honors in Mathematics

The Honors Program in mathematics requires three semesters of honors work: the Junior Honors Seminar in the spring of the junior year and two semesters of Senior Honors. The purpose of the Junior Honors Seminar is to allow honors students to explore widely so as to broaden their mathematical horizons and at the same time decide on a topic (or topics) on which to concentrate during their senior year. Students must have the consent of the department to undertake honors work. To be considered for the Honors Program, students must have an excellent academic record both in their mathematics courses and overall, and they must show promise for continued in-depth study of mathematics. Furthermore, they must complete at least two upper-level courses (numbered 300 or above) before admission to the program.

Requirements for the Minors

There are two minors in mathematics. Each minor deals with core material of a part of the discipline, and each reflects the logically structured nature of mathematics through a pattern of prerequisites. A minor consists of satisfactory completion of the courses indicated.

Mathematics

The calculus sequence MATH 111, 112, 213, and four courses from the following: MATH 105, 106, 108, 116, 118, 128, 222, 224, 227, 230, 232, 236, 258, 324, 327, 328, 333, 335, 336, 341, 347, 352, 416, 435, 441, 460. (Students may count at most one of the following: MATH 105, 106, 108, 118, and 128.) Other courses numbered 200 or above (e.g., special-topics courses) may be counted with the consent of the department.

Statistics

Five courses in statistics from the following: MATH 106 or 116, 206, 216, 226, 236, 336, 416, 436. (Students may count at most one statistics course from another department. For example, ECON 375 or PSYC 200 may be substituted for one of the courses listed above.)

Our goal is to provide a solid introduction to basic statistical methods, including data analysis, design and analysis of experiments, statistical inference, and statistical models, using professional software such as Minitab, SAS, and Maple.

Deviations from the list of approved minor courses must be ratified by the Mathematics Department. Students considering a minor in mathematics or statistics are urged to speak with a member of the department about the selection of courses.

Cross-Listed Course

The following course is cross-listed in biology and will satisfy the natural science requirement:
MATH 258 Mathematical Biology

Mathematics Courses

MATH 105 Surprises at Infinity

Credit: 0.5 **QR**

Our intuitions about sets, numbers, shapes, and logic all break down in the realm of the infinite. Seemingly paradoxical facts about infinity are the subject of this course. We will discuss what infinity is, how it has been viewed through history, why some infinities are bigger than others, how a finite shape can have an infinite perimeter, and why some mathematical statements can be neither proved nor disproved. This will very likely be quite different from any mathematics course you have ever taken. Surprises at Infinity focuses on ideas and reasoning rather than algebraic manipulation, though some algebraic work will be required to clarify big ideas. The class will be a mixture of lecture and discussion, based on selected readings. You can expect essay tests, frequent homework, and writing assignments. No prerequisites. Offered typically every one to two years.

MATH 106 Elements of Statistics

Credit: 0.5 **QR**

This is a basic course in statistics. The topics to be covered are the nature of statistical reasoning, graphical and descriptive statistical methods, design of experiments, sampling methods, probability, probability distributions, sampling distributions, estimation, and statistical inference. Confidence intervals and hypothesis tests for means and proportions will be studied in the one- and two-sample settings. Minitab, a statistical software package, will be used, and students will be engaged in a wide variety of hands-on projects. Offered every semester.

MATH 108 Models of Life

Credit: 0.5 **QR**

This course will explore various areas of mathematics involved in modeling the growth and form of biological organisms and populations. In particular, we will ask such questions as: How do you model the growth of a population of animals? How can you model the growth of a tree? How do sunflowers and seashells grow? How do mathematicians quantify symmetry? The course will be a "hands-on" course and will make extensive use of the graphical capabilities of the computer software package Maple. The course will not involve significant amounts of symbolic manipulation. Rather, assignments will usually involve readings, papers, and computer projects. The course will rely on ideas from a wide range of mathematical fields, including geometry, linear algebra, mathematical modeling, and computer graphics. Offered every two to three years.

MATH 110 Pre-Calculus

Credit: 0.5

This course prepares students for the study of calculus. It is particularly directed to those planning to enter the calculus sequence that begins with MATH 111. Primary emphasis is placed on the study of real valued functions, particularly polynomial, rational, logarithmic, exponential, trigonometric, and inverse trigonometric functions. Conceptual understanding will be emphasized. Computer labs that use graphing programs and a computer algebra system will be employed. Students with 1/2 unit of credit for calculus may not receive credit for MATH 110.

MATH 110Y Calculus/Elementary Functions

Credit: 0.5 **QR**

This course is a year-long introduction to calculus that integrates an extensive review of algebra and elementary functions with the topics taught in Calculus A (MATH 111). The course is intended for students who need to strengthen their quantitative and algebraic precalculus skills in order to learn calculus more effectively. Topics include functions and their properties (including exponential, logarithmic, and trigonometric functions), limits and continuity, and a thorough introduction to the study of rates of change, called differential calculus. The course will end with a brief introduction to integral calculus (the problem of finding areas) and the connection between integral and differential calculus. Students who have credit for MATH 111 may not take this course. MATH 110Y is offered every fall and MATH 111Y is offered every spring.

MATH 111 Calculus I

Credit: 0.5 **QR**

The first in a three-semester calculus sequence, this course covers the basic ideas of differential calculus. Differential calculus is concerned primarily with the fundamental problem of determining instantaneous rates of change. In this course we will study instantaneous rates of change from both a qualitative geometric and a quantitative analytic perspective. We will cover in detail the underlying theory, techniques, and applications of the derivative. The problem of anti-differentiation, identifying quantities given their rates of change, will also be introduced. The course will conclude by relating the process of anti-differentiation to the problem of finding the area beneath curves, thus providing an intuitive link between differential calculus and integral calculus. Those who have had a year of high-school calculus but do not have advanced placement credit for MATH 111 should take the calculus placement exam to determine whether they are ready for MATH 112. Students who have .5 unit of credit for calculus may not receive credit for MATH 111. Prerequisites: solid grounding in algebra, trigonometry, and elementary functions. Students who have credit for MATH 110Y-111Y may not take this course.

MATH 111Y Calculus/Elementary Functions

Credit: 0.5 **QR**

See MATH 110Y description.

MATH 112 Calculus II

Credit: 0.5 **QR**

The second in a three-semester calculus sequence, this course is concerned primarily with the basic ideas of integral calculus and the Riemann sums that serve as its foundation. We will cover in detail the ideas of integral calculus, including integration and the fundamental theorem, techniques of integration, numerical methods, and applications of integration. Analysis of differential equations by separation of variables, Euler's method, and slope fields will be a part of the course, as will the ideas of convergence related to improper integrals, sequences, series and Taylor Series. Prerequisite: MATH 111 or MATH 110Y-111Y, or permission of the instructor. Offered every semester.

MATH 116 Statistics in Sports

Credit: 0.5 **QR**

Appropriate applications of statistical methods have changed the way some Major League Baseball teams manage the game. (See *Moneyball: The Art of Winning an Unfair Game.*) Statistics are used in other sports to evaluate the performance of individual players or teams. The focus of this course will be on the proper application of statistical models in sports. Students will use appropriate methods to examine interesting questions such as: Are there unusual patterns in the performance statistics of "steroid sluggers" such as Barry Bonds and Mark McGwire or pitchers such as Roger Clemens? Other possible topics include the impact of a penalty kick in soccer, of home field advantage in football, of technological improvements in golf or cycling, and of training methods in marathon running. Although the sport and question of interest will change, the focus on proper applications of appropriate statistical methods will remain the same. Students will analyze data and present their results to the class. Oral and written reports will be expected. Prerequisite: permission of instructor. Offered every other year.

Instructor: Hartlaub

MATH 118 Introduction to Programming

Credit: 0.5 **QR**

This course presents an introduction to computer programming intended both for those who plan to take further courses in which a strong background in computation is desirable and for those who are interested in learning basic programming principles. The course will expose the student to a variety of applications where an algorithmic approach is natural and will include both numerical and non-numerical computation. The principles of program structure and style will be emphasized. Offered every semester.

MATH 128 History of Mathematics in the Islamic World

Credit: 0.5 **QR**

This course examines an important and interesting part of the history of mathematics. Some of the most fundamental notions in modern mathematics have roots in the Islamic world, such as the modern numeral system, the fields of algebra and trigonometry, and the concepts of logarithm and algorithm, among others. In addition to studying specific contributions of medieval Muslim mathematicians in the areas of arithmetic, algebra, geometry, and trigonometry, we will examine the context in which Islamic science and mathematics arose. The rise of Islamic science and its interactions with other cultures (e.g., Greek and Indian) will tell us much about issues beyond mathematics. Thus, this course will have both a significant mathematical component and a component . The course counts toward the Concentration in Islamic Civilization and Cultures.

MATH 206 Data Analysis

Credit: 0.5 **QR**

This course follows MATH 106 and focuses on (1) additional topics in statistics, including linear regression, nonparametric methods, discrete data analysis, and analysis of variance; (2) efficient use of statistical software in data analysis and statistical inference; and (3) writing and presenting statistical reports, including graphics. The MATH 106-206 sequence provides a foundation for statistical work in applied fields such as econometrics, psychology, and biology. It also serves as preparation for study of theoretical probability and statistics. Prerequisite: MATH 106 or permission of the instructor. Offered every spring.

MATH 213 Calculus III

Credit: 0.5 **QR**

The third in a three-semester calculus sequence, this course examines differentiation and integration in three dimensions. Topics of study include functions of more than one variable, vectors and vector algebra, partial derivatives, optimization, and multiple integrals. Some of the following topics from vector calculus will also be covered as time permits: vector fields, line integrals, flux integrals, curl, and divergence. Prerequisite: MATH 112 or permission of the instructor.

MATH 216 Nonparametric Statistics

Credit: 0.5 **QR**

This course will focus on nonparametric and distribution-free statistical procedures. These procedures will rely heavily on counting and ranking techniques. In the one and two sample settings, the sign, signed-rank, and Mann-Whitney-Wilcoxon procedures will be discussed. Correlation and one-way analysis of variance techniques will also be investigated. A variety of special topics will be used to wrap up the course, including bootstrapping, censored data, contingency tables, and the two-way layout. The primary emphasis will be on data analysis and the intuitive nature of nonparametric statistics. Illustrations will be from real data sets, and students will be asked to locate an interesting data set and prepare a report detailing an appropriate nonparametric analysis. Prerequisites: MATH 106 or permission of instructor. Offered every other fall.

MATH 218 Data Structures and Program Design

Credit: 0.5 **QR**

This course is intended as a second course in programming, as well as an introduction to the concept of computational complexity and the major abstract data structures (such as arrays, stacks, queues, link lists, graphs, and trees), their implementation and application, and the role they play in the design of efficient algorithms. Students will be required to write a number of programs using a high-level language. Prerequisite: MATH 118 or permission of the instructor. Offered every other spring.

MATH 222 Foundations

Credit: 0.5 **QR**

This course introduces students to mathematical reasoning and rigor in the context of set-theoretic questions. The course will cover basic logic and set theory, relations—including orderings, functions, and equivalence relations—and the fundamental aspects of cardinality. Emphasis will be placed on helping students in reading, writing, and understanding mathematical reasoning. Students will be actively engaged in creative work in mathematics. Students interested in majoring in mathematics should take this course no later than the spring semester of their sophomore year. Advanced first-year students interested in mathematics are encouraged to consider taking this course in their first year. (Please see a member of the mathematics faculty if you think you might want to do this.) Prerequisite: MATH 213 or permission of instructor. Offered every semester.

MATH 224 Linear Algebra

Credit: 0.5 **QR**

Linear algebra grew out of the study of the problem of organizing and solving systems of equations. Today, ideas from linear algebra are highly useful in most areas of higher-level mathematics. Moreover, there are numerous uses of linear algebra in other disciplines, including computer science, physics, chemistry, biology, and economics. This

course involves the study of vector spaces and matrices, which may be thought of as functions between vector spaces. In the past, linear algebra involved tedious calculations. Now we have computers to do this work for us, allowing us to spend more time on concepts and intuition. A computer algebra system such as Maple will likely be used. Prerequisite: MATH 213 or permission of instructor. Offered every fall.

MATH 226 Design and Analysis of Experiments

Credit: 0.5 **QR**

This course will focus on standard methods of designing and analyzing experiments. Simple comparative designs, factorial designs, block designs, and appropriate post-hoc comparisons will be discussed. These techniques are commonly used by statisticians and experimental scientists in a wide variety of fields. Statistical software will be introduced and heavily used throughout the course. No prior experience with the software is necessary. Each student will be asked to design an experiment, conduct the experiment, and collect and analyze the appropriate data. Prerequisite: MATH 106 or permission of instructor. Offered every three years.

MATH 227 Combinatorics

Credit: 0.5 **QR**

Combinatorics is, broadly speaking, the study of finite sets and finite mathematical structures. A great many mathematical topics are included in this description, including graph theory, combinatorial designs, partially ordered sets, networks, lattices and Boolean algebra, and combinatorial methods of counting, including combinations and permutations, partitions, generating functions, the principle of inclusion and exclusion, and the Stirling and Catalan numbers. This course will cover a selection of these topics. Combinatorics mathematics has applications in a wide variety of non-mathematical areas, including computer science (both in algorithms and hardware design), chemistry, sociology, government, and urban planning, and this course may be especially appropriate for students interested in the mathematics related to one of these fields. Prerequisite: MATH 112 or permission of instructor. Offered every other spring.

MATH 230 Euclidean and Non-Euclidean Geometry

Credit: 0.5 **QR**

The *Elements* of Euclid, written over two thousand years ago, is a stunning achievement. The *Elements* and the non-Euclidean geometries discovered by Bolyai and Lobachevsky in the nineteenth century form the basis of modern geometry. From this start, our view of what constitutes geometry has grown considerably. This is due in part to many new theorems that have been proved in Euclidean and non-Euclidean geometry but also to the many ways in which geometry and other branches of mathematics have come to influence one another over time. Geometric ideas have widespread use in analysis, linear algebra, differential equations, topology, graph theory, and computer science, to name just a few areas. These fields, in turn, affect the way that geometers think about their subject. Students in MATH 230 will consider Euclidean geometry from an advanced standpoint, but will also have the opportunity to learn about several non-Euclidean geometries such as (possibly) the Poincare plane, geometries relevant to special relativity, or the geometries of Bolyai and Lobachevsky. In addition, the course may take up topics in differential geometry, topology, vector space geometry, mechanics, or other areas, depending on the interests of the students and the instructor. Prerequisite: MATH 222 or permission of instructor. Offered every three to five years, depending on student interest.

MATH 232 Vector Calculus

Credit: 0.5 **QR**

Physical and natural phenomena depend on a complex array of factors, and to analyze these factors requires the understanding of geometry in two and three (or more) dimensions. This course will continue the study of multivariable calculus begun in MATH 213. Topics of study will include vector fields, line and surface integrals, potential functions, classical vector analysis, and Fourier Series. Computer labs will be incorporated throughout the course, and physical applications will be plentiful. Prerequisite: MATH 213. Offered every three years.

MATH 236 Random Structures

Credit: 0.5 **QR**

This course will explore the theory, structure, applications, and interesting consequences when probability is introduced to mathematical objects. Some of the core topics will be random graphs, random walks and Markov processes, as well as randomness applied to sets, permutations, polynomials, functions, integer partitions, and codes. Previous study of all of these mathematical objects is not a prerequisite, as essential background will be covered during the course. In addition to studying the random structures themselves, a concurrent focus of the course will be the development of mathematical tools to analyze them, such as combinatorial concepts, indicator variables, generating functions, discrete distributions, laws of large numbers, asymptotic theory, and computer simulation. Prerequisite: MATH 112 or permission of the instructor.

Instructor: Jones

MATH 258 Mathematical Biology

Credit: 0.5 **QR**

In biological sciences, mathematical models are becoming increasingly important as tools for turning biological assumptions into quantitative predictions. In this course, students will learn how to fashion and use these tools to explore questions ranging across the biological sciences. We will survey a variety of dynamic modeling techniques, including both discrete and continuous approaches. Biological applications may include population dynamics, molecular evolution, ecosystem stability, epidemic spread, nerve impulses, sex allocation, and cellular transport processes. The course is appropriate both for math majors interested in biological applications, and for biology majors who want the mathematical tools necessary to address complex, contemporary questions. As science is becoming an increasingly collaborative effort, biology and math majors will be encouraged to work together on many aspects of the course. Coursework will include homework problem-solving exercises and short computational projects. Final independent projects will require the development and extension of an existing biological model selected from the primary literature, using mathematical software like Mathematica, Matlab, R, or Maple. Students will make a poster presentation of their results. Prerequisites: This course will build on (but not be limited by) an introductory-level knowledge base in both subjects, including MATH 111 and either BIOL 112 or BIOL 113. Interested biology and math majors lacking one of the prerequisites are encouraged to consult with the instructor. Offered every other year.

MATH 322 Special Topic: Mathematical Logic

Credit: 0.5

This course is a mathematical examination of the formal language most common in mathematics: predicate calculus. We will examine various definitions of meaning and proof for this language, and con-

sider its strengths and inadequacies. We will develop some elementary computability theory en route to rigorous proofs of Godel's Incompleteness Theorems. Prerequisite: Either MATH 222 or PHIL 120 or permission of the instructor.

MATH 324 Linear Algebra II

Credit: 0.5 **QR**

This course deepens the studies begun in MATH 224. Topics will vary depending on the needs and interests of the students. However, the topics are likely to include some of the following: abstract vector spaces, linear mappings and canonical forms, linear models and eigenvector analysis, inner product spaces. Prerequisite: MATH 224. Offered every other year.

MATH 327 Number Theory Seminar

Credit: 0.5 **QR**

Patterns within the set of natural numbers have enticed mathematicians for well over two millennia, making number theory one of the oldest branches of mathematics. Rich with problems that are easy to state but fiendishly difficult to solve, the subject continues to fascinate professionals and amateurs alike. In this course, we will get a glimpse at both the old and the new. In the first two-thirds of the semester, we will study topics from classical number theory, focusing primarily on divisibility, congruences, arithmetic functions, sums of squares, and the distribution of primes. In the final weeks we will explore some of the current questions and applications of number theory. We will study the famous RSA cryptosystem, and students will be reading and presenting some current (carefully chosen) research papers. Prerequisite: MATH 222.Offered every three years.

MATH 328 An Introduction to Coding Theory and Cryptography

Credit: 0.5 **QR**

Coding theory, or the theory of error-correcting codes, and cryptography are two recent applications of algebra and discrete mathematics to information and communications systems. The goals of this course are to introduce students to these subjects and to understand some of the basic mathematical tools used. While coding theory is concerned with the reliability of communication, the main problem of cryptography is the security and privacy of communication. Applications of coding theory range from enabling the clear transmission of pictures from distant planets to quality of sound in compact disks. Cryptography is a key technology in electronic security systems. Topics likely to be covered include basics of block coding, encoding and decoding, linear codes, perfect codes, cyclic codes, BCH and Reed-Solomon codes, and classical and public-key cryptography. Other topics may be included depending on the availability of time and the background and interests of the students. Other than some basic linear algebra, the necessary mathematical background (mostly abstract algebra) will be covered within the course. Prerequisite: MATH 224, or permission of the instructor. Offered every two to three years.

MATH 333 Differential Equations

Credit: 0.5 **QR**

Differential equations arise naturally to model dynamical systems such as occur in physics, biology, and economics, and have given major impetus to other fields in mathematics, such as topology and the theory of chaos. This course covers basic analytic, numerical, and qualitative methods for the solution and understanding of ordinary differential equations. Computer-based technology will be used. Prerequisite: MATH 224 or PHYS 245 or permission of the instructor. Offered every spring.

MATH 335 Abstract Algebra I

Credit: 0.5 **QR**

Abstract algebra is the study of algebraic structures that describe common properties and patterns exhibited by seemingly disparate mathematical objects. The phrase "abstract algebra" refers to the fact that some of these structures are generalizations of the material from high school algebra relating to algebraic equations and their methods of solution. In Abstract Algebra I, we focus entirely on group theory. A group is an algebraic structure that allows one to describe symmetry in a rigorous way. The theory has many applications in physics and chemistry. Since mathematical objects exhibit pattern and symmetry as well, group theory is an essential tool for the mathematician. Furthermore, group theory is the starting point in defining many other more elaborate algebraic structures including rings, fields, and vector spaces. In this course, we will cover the basics of groups, including the classification of finitely generated abelian groups, factor groups, the three isomorphism theorems, and group actions. The course culminates in a study of Sylow theory. Throughout the semester there will be an emphasis on examples, many of them coming from calculus, linear algebra, discrete math, and elementary number theory. There will also be a couple of projects illustrating how a formal algebraic structure can empower one to tackle seemingly difficult questions about concrete objects (e.g., the Rubik's cube or the card game SET). Finally, there will be a heavy emphasis on the reading and writing of mathematical proofs. Prerequisite: MATH 222 or permission of the instructor. Junior standing is usually recommended. Offered every other fall.

MATH 336 Probability

Credit: 0.5 **QR**

This course provides a mathematical introduction to probability. Topics include basic probability theory, random variables, discrete and continuous distributions, mathematical expectation, functions of random variables, and asymptotic theory. Prerequisite: MATH 213. Offered every fall.

MATH 341 Real Analysis I

Credit: 0.5 **QR**

This course is a first introduction to real analysis. "Real" refers to the real numbers. Much of our work will revolve around the real number system. We will start by carefully considering the axioms that describe it. "Analysis" is the branch of mathematics that deals with limiting processes. Thus the concept of distance will also be a major theme of the course. In the context of a general metric space (a space in which we can measure distances), we will consider open and closed sets, limits of sequences, limits of functions, continuity, completeness, compactness, and connectedness. Other topics may be included, if time permits. Prerequisites: MATH 213 and MATH 222. Junior standing is usually recommended.

MATH 347 Mathematical Models

Credit: 0.5 **QR**

This course introduces students to the concepts, techniques, and power of mathematical modeling. Both deterministic and probabilistic models will be explored, with examples taken from the social, physical, and life sciences. Students engage cooperatively and individually in the formulation of mathematical models and in learning mathematical techniques

used to investigate those models. Prerequisites: MATH 106 and 224 or 258 or permission of instructor. Offered every two to three years.

MATH 352 Complex Functions

Credit: 0.5 **QR**

The course starts with an introduction to the complex numbers and the complex plane. Next students are asked to consider what it might mean to say that a complex function is differentiable (or analytic, as it is called in this context). For a complex function that takes a complex number z to f(z), it is easy to write down (and make sense of) the statement that f is analytic at z if exists. In the course we will study the amazing results that come from making such a seemingly innocent assumption. Differentiability for functions of one complex variable turns out to be a very different thing from differentiability in functions of one real variable. Topics covered will include analyticity and the Cauchy- Riemann equations, complex integration, Cauchy's theorem and its consequences, connections to power series, and the residue theorem and its applications. Prerequisites: MATH 213 and 224.

MATH 398 Junior Honors

Credit: 0.5 **QR**

The goal of the junior honors seminar is twofold: to develop a greater understanding of a broad selection of mathematical topics, and to gain the experience of independent exploration in mathematics. Students will work under the close supervision of a faculty member on three areas of interest. Topics of study will be chosen by the student. As a culmination of the course, each student will write a proposal describing his or her plan of study for senior honors. Prerequisite: permission of department.

MATH 416 Linear Regression Models

Credit: 0.5 **QR**

This course will focus on linear regression models. Simple linear regression with one predictor variable will serve as the starting point. Models, inferences, diagnostics, and remedial measures for dealing with invalid assumptions will be examined. The matrix approach to simple linear regression will be presented and used to develop more general multiple regression models. Building and evaluating models for real data will be the ultimate goal of the course. Time series models, nonlinear regression models, and logistic regression models may also be studied if time permits. Prerequisites: MATH 106, MATH 213, and MATH 224 or permission of instructor. Offered every other spring.

MATH 435 Abstract Algebra II

Credit: 0.5 **QR**

Abstract Algebra II picks up where MATH 335 ends, focusing primarily on rings and fields. Serving as a good generalization of the structure and properties exhibited by the integers, a ring is an algebraic structure consisting of a set together with two operations—addition and multiplication. If a ring has the additional property that division is well-defined, one gets a field. Fields provide a useful generalization of many familiar number systems: the rational numbers, the real numbers, and the complex numbers. Topics to be covered include: polynomial rings; ideals; homomorphisms and ring quotients; Euclidean domains, principal ideal domains, unique factorization domains; the Gaussian integers; factorization techniques and irreducibility criteria. The final block of the semester will serve as an introduction to field theory, covering algebraic field extensions, symbolic adjunction of roots; construction with ruler and compass; and finite fields. Throughout the semester there will be an emphasis on examples, many of them coming from calculus, linear algebra, discrete math, and elementary number theory. There will also be a heavy emphasis on the reading and writing of mathematical proofs. Prerequisite: MATH 335.

MATH 436 Mathematical Statistics

Credit: 0.5 **QR**

This course follows MATH 336 and introduces the mathematical theory of statistics. Topics include sampling distributions, order statistics, point estimation, maximum likelihood estimation, methods for comparing estimators, interval estimation, moment generating functions, bivariate transformations, likelihood ratio tests, and hypothesis testing. Computer simulations will accompany and corroborate many of the theoretical results. Course methods will often be applied to real data sets. Prerequisite: MATH 336.

MATH 441 Real Analysis II

Credit: 0.5 **QR**

As the name suggests, this course is a successor to Real Analysis I. The course will include a study differentiation and (Riemann) integration of functions of one variable, sequences and series of functions, power series and their properties, iteration and fixed points. Other topics may be included as time permits. For example: a discussion of Newton's method or other numerical techniques; differentiation and integration of functions of several variables; spaces of continuous functions; the implicit function theorem; and everywhere continuous, nowhere differentiable functions. Prerequisite: MATH 341.

MATH 460 Topology

Credit: 0.5 **QR**

Topology is a relatively new branch of geometry that studies very general properties of geometric objects, how these objects can be modified, and the relations between them. Three key concepts in topology are compactness, connectedness, and continuity, and the mathematics associated with these concepts is the focus of the course. Compactness is a general idea helping us to more fully understand the concept of limit, whether of numbers, functions, or even geometric objects. For example, the fact that a closed interval (or square, or cube, or n-dimensional ball) is compact is required for basic theorems of calculus. Connectedness is a concept generalizing the intuitive idea that an object is in one piece: the most famous of all the fractals, the Mandelbrot Set, is connected, even though its best computer-graphics representation might make this seem doubtful. Continuous functions are studied in calculus, and the general concept can be thought of as a way by which functions permit us to compare properties of different spaces or as a way of modifying one space so that it has the shape or properties of another. Economics, chemistry, and physics are among the subjects that find topology useful. The course will touch on selected topics that are used in applications. Prerequisite: MATH 341 or permission of instructor. Offered every three to five years, depending on student interest.

MATH 493 Individual Study

Credit: 0.25-0.5

Individual study is a privilege reserved for students who want to pursue a course of reading or complete a research project on a topic not regularly offered in the curriculum. It is intended to supplement, not take the place of, coursework. Individual study cannot normally be used to fulfill requirements for the major. Typically, individual study will earn .5 unit or .25 unit of credit. To qualify, a student must identify a member of the Mathematics Department willing to direct the

project. The professor, in consultation with the student, will create a tentative syllabus (including a list of readings and/or problems, goals, and tasks) and describe in some detail the methods of assessment (e.g. problem sets to be submitted for evaluation biweekly; a twenty-page research paper submitted at the course's end, with rough drafts due at given intervals, etc.). Individual studies also require the approval of the department chair. The department expects the student to meet regularly with his or her instructor for at least one hour per week, or the equivalent. Students must begin discussion of their proposed individual study well in advance, preferably the semester before the course is to take place. Prerequisites: permission of instructor and department chair.

MATH 497 Senior Honors

Credit: 0.5 **QR**

The content of this course is variable and adapted to the needs of senior candidates for honors in mathematics. Prerequisite: permission of department.

MATH 498 Senior Honors

Credit: 0.5 **QR**

The content of this course is variable and adapted to the needs of senior candidates for honors in mathematics. Prerequisite: permission of department.

Some recently offered special topics include:
History of Mathematics in the Islamic World
Introduction to Operations Research

Modern Languages and Literatures

Humanities Division

Study in the Department of Modern Languages and Literatures (MLL) aims to deepen the understanding of other languages and cultures in their uniqueness and diversity, to develop the communication and analytical skills which provide a window to those cultures, and to invite reflection on the literary traditions and societies represented by the seven disciplines taught in the department. MLL offers a range of language, literature, and culture courses in French, German, and Spanish for majors and non-majors, as well as language and culture courses, with occasional offerings in literature or cinema, in Chinese, Italian, Japanese, and Russian. There are years when the department may also offer courses in other languages, such as Arabic. Literature and cinema courses are taught in the original languages, with the exception of some courses taught in translation, which allow students with limited or no knowledge of the target language to explore the richness of its literary and cultural heritage.

The Curriculum

Students who major in French, German, or Spanish focus their studies by choosing from among three types of majors: (1) literature; (2) modern languages (incorporating the study of two foreign languages--a primary and a secondary one); and (3) area studies. These three majors are described in greater detail below.

The specific course of study which constitutes each of these major programs is devised by the student in consultation with an MLL faculty advisor, chosen by the student at the time he or she declares the major. All students majoring in the department must, as part of their Senior Exercise, take a language-competency examination, given at the beginning of their senior year. Modern language majors must take an examination in each of their two languages. In addition, all students majoring in the department must submit a written project.

A minor is available in Chinese, Italian, Japanese, and Russian. Study toward the minor must begin by the sophomore year. Because of limited staffing, study abroad may be necessary in order to complete a minor. See below for further information about the minor.

Placement Examinations

During the Orientation Program, 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 requirement. Kenyon faculty advisors will have a list noting any Advanced Placement credit and will recommend appropriate courses.

New Students

Depending on your interests, your language background, and the results of your placement test, many departmental offerings listed in this catalog 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 Levels: Language Skills

Courses numbered 111Y-112Y 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 non-intensive 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.

Middle Level: Language and Culture

The following courses serve as an introduction to language, culture, and literature and also continue the development of language skills. Students are recommended for these courses on the basis of their scores on the placement examination, AP credit, or previous coursework in the language.

- 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
- RUSS 321, 322 Advanced Russian
- SPAN 321 Advanced Grammar, Conversation, and Composition

Advanced Level: Literature And Culture
Courses numbered 325-399 are advanced-level literature, language, and/or civilization courses. See the course listings for full descriptions.

Requirements for the Major

Three types of majors are available to students. Students who have received an Advanced Placement score of 4 or 5 in language may apply .5 unit of credit toward a major in modern languages or area studies. Students who have received an Advanced Placement score of 4 or 5 in literature may apply .5 unit of credit to all majors.

I. Literature major
The primary concerns of this major program are the cultivation of the skills of literary analysis and the appreciation of works of literature in their cultural and historical contexts.

Course requirements: 4 units (minimum). The department offers three distinct literature majors: French literature, German literature, and Spanish literature. Literature majors take a minimum of 4 units of work in literature courses in the chosen discipline. They must also take courses covering a certain range of time periods, according to their chosen discipline: in French, a minimum of one pre-1800 and one post-1800 literature course; in German and Spanish, a minimum of one pre-1900 and one post-1900 literature course. MLL 331, a foundational course in linguistics, is recommended but not required. Though it is recommended for all majors, MLL 331 cannot be used as part of the required number of units in literature. Literature majors must take at least one semester of Introduction to Literature (323, 324, 325, 338) or the equivalent course taken off-campus (with prior approval by the department), preferably when they begin their work toward the major. Because they tend to cover larger periods of time, Introduction to Literature courses normally do not fulfill the time-period requirement described above; however, if all of the works studied in a particular Introduction to Literature course were written within the time frame of the requirement (either pre- or post-1800 for French, pre- or post-1900 for German and Spanish), then the course would fulfill the requirement.

In addition, an advanced-level language and/or civilization class (300-399) and a course on the theory of literary criticism are strongly recommended.

II. Modern languages major
The aim of this major program is twofold: to enable students to develop proficiency in the four language skills (reading, listening, speaking, and writing) in at least two modern languages other than English, and to develop the cultural literacy that is an integral part of language study.

Course requirements: A minimum of 5 units of language courses or culture/literature courses in the languages drawn from two disciplines within MLL are required. A variety of combinations is possible: French, German, Russian, or Spanish may be elected as the first language in the major program, and Chinese, French, German, Italian, Japanese, Russian, or Spanish chosen as the student's second language. Under exceptional circumstances, students may choose Chinese, Italian, or Japanese as their primary language if they study abroad for two semesters or the equivalent, take as many courses as possible in the language while abroad, and achieve the appropriate level of proficiency. However, students must first obtain approval from the appropriate faculty member, and then inform the department chair and the departmental senior-majors liaison of such a change, in writing, at the latest by the end of the second week of classes of their senior year.

Primary language: Students must take at least two units above the 213Y-214Y level (i.e., four advanced-level language courses or culture/literature courses in the language, minimum). A course at the introductory level (111Y-112Y) in the student's primary language does not count toward the modern languages major.

Secondary language: The number of units depends on the student's level at the time he or she begins study of that language at Kenyon:

- Students who begin their second language at Kenyon by taking 111Y-112Y must have at least .5 units above the 213Y-214Y level (i.e., the 111Y-112Y, 213Y-214Y, plus .5 unit advanced-level course in the language, minimum).
- Students who place out of 111Y-112Y and start with 213Y-214Y also must take .5 unit above the 213Y-214Y level (i.e., 213Y-214Y plus .5 advanced-level course in the language, minimum).
- Students who place out of 213Y-214Y, however, must take at least 1.5 units above the 213Y-214Y level (i.e., three semesters of advanced work in the language, totaling at least 1.5 Kenyon units).

In ALL of these cases, at least .5 units in the second language must be taken at Kenyon.MLL 331, a foundational course in linguistics, is highly recommended. This course counts as .5 of the 5 units required for completion of the modern languages major.

It is recommended that the student take 1 unit in areas related to the study of foreign languages and cultures. In the study of the phenomenon of language, students may elect courses focusing on language as offered by the departments of anthropology, classics, English, philosophy, and psychology. In the area of classical languages, students may elect language courses in ancient Greek or Latin. In the area of culture, students may choose among appropriate offerings within fine arts, humanities, and social sciences.

III. Area studies major
This major program is designed primarily for students of French, German, and Spanish who seek to apply advanced language skills to interdisciplinary study, combining work in language, culture, and literature taught in the department of MLL (or courses taken off-campus with MLL approval) with studies in one or more other (secondary) fields including, but not limited to, anthropology, art, classical studies, drama, economics, film studies, history, music, philosophy, religion, and women's and gender studies. As part of the declaration of the major, the student will submit to the MLL department chair a 250-word written statement--prepared at least two weeks in advance of the declaration in consultation with the major advisor--articulating the plan of study. This plan, accompanied by an annotated list of courses, will specify the student's areas of interest both within and outside of MLL and may focus on: texts representing a geographical area; a time period; a genre represented in the MLL curriculum (novels, essays, poems, plays, short stories, testimonials, films, and works of visual art); and disciplines or themes to be concentrated on outside of MLL. This statement of the plan of study will be used as a guide throughout the student's career, and may be revised in consultation with the major

advisor when the student reaches the senior year, depending on the evolution of his or her studies. Students of Chinese, Italian, Japanese, or Russian may petition the department to pursue an area studies major by presenting the plan of study with the annotated course list. However it is rare for a student of those languages to complete this option without off-campus study. In recent years, Senior Exercise theses in area studies have included:

- Cultural preservation in ethnic minority Chinese writing (Chinese)
gender, ethnicity, and nationhood in West African women's writing (Francophone)
- Stylistic and thematic intersections between Cubist art and poetry in early twentieth-century France (French)
- The history of the Berlin Wall and its significance for both East and West Berliners (German)
- Perspectives on music under National Socialism in the representation of the "Comedian Harmonists" in Joseph Vilsmaier's film The Harmonists (1997) (German)
- Influences of Italian immigrant artists on American artistic expression in the early twentieth century (Italian)
- Sociocultural contexts of the all-female musical Takarazuka Revue in Japanese society (Japanese)
- Censorship in the former Soviet Union as seen through the evolution of Nikolai Zabolotskii's poetry (Russian)
- Male homosexuality and changing ideas of the family through Mexican film (Spanish)
- Avant-garde art of 1947-56 in the context of cultural politics of the Franco regime (Spanish)

The area studies major will take ten courses (5 units): six courses (3 units) in the language department and four (2 units) in the secondary field(s), to be broken down as follows:

1. In the target language, a minimum of six courses (3 units) above the 213Y-214Y level, including at least three courses (1.5 units) in literature. These courses should be taken as early in the student's four years as possible to prepare the way for advanced study in the language and in the secondary fields. Thus, a first-year student considering this major should consult with a faculty member in MLL as soon as possible to plan a course of study, even before declaration of the major. MLL 331, a foundational course in linguistics, is recommended but not required. Though it is recommended for all majors, MLL 331 cannot be used as part of the required number of units in area studies.

2. In the secondary field(s), a minimum of four courses (2 units). Courses offered both at Kenyon (not MLL) and outside Kenyon will be approved by the department advisor on a case-by-case basis.

Senior Exercise

All departmental majors are required, as part of the Senior Exercise, to pass a language-proficiency exam in the language(s) of their major. These exams are normally administered early in the fall of the senior year. The second-language exam for modern-languages majors is administered on the same day as the exam for minors. In addition, each of the three majors offered by the department requires a written project, the first draft of which is usually due in the second week of the spring semester. An oral exchange in the language of the major, based on the content of the written project, takes place within three weeks of the submission of the final draft. (See the senior majors liaison for a detailed description of the expectations and requirements for the Senior Exercises.)

Modern languages major

The written portion of the exercise is a research paper of a suggested length of twenty (double-spaced) pages. It must be written in the first foreign language. The advisor(s) and student will agree on a topic for an oral exam to be held in the second foreign language.

Area studies majors

The written portion of the exercise consists of a research paper of a suggested length of twenty (double-spaced) pages. The paper may be written in English. While students are encouraged to write in the major language, no special credit is given to those who do. It is expected that papers written in the foreign language will demonstrate a reasonable degree of accuracy and fluency.

Literature major

The written portion of the exercise consists of a research paper of a suggested length of twenty (double-spaced) pages. As with the area studies major, the paper may be written in English. While students are encouraged to write in the major language, no special credit is given to those who do. It is expected that papers written in the foreign language will demonstrate a reasonable degree of accuracy and fluency.

Honors

Especially well-qualified majors may be approved to read for honors and will be required to enroll in MLL 498 (Senior Honors), generally during the spring semester, for .5 unit of credit. The senior honors enrollment form is available in the registrar's office. A substantial portion of the honors project, to be defined by the student and his or her advisor, should be submitted to the advisor by the end of the second week of the spring semester.

Requirements for the Minor

The department provides students with the opportunity to declare a minor in Chinese, Italian, Japanese, or Russian. Because entering students who might want to declare a minor may or may not have had previous experience in the language, we offer two different minor tracks within the department.

Plan A:
For students who have had little or no previous instruction in a language, the minor will consist of a minimum of 3.5 units beginning with the 111Y-112Y level. It will include at least two semesters of coursework above the 213Y-214Y level, that is, beyond the second-year level of proficiency. Please note that this means a student who chooses to pursue a minor will have to begin his or her study of the language at Kenyon before the junior year.

Plan B:
For students who have had extensive experience in the language and place out of 111Y-112Y or 213Y-214Y (normally by virtue of an Advanced Placement test score or a Kenyon placement test), the minor will consist of a minimum of 2.5 units above either the 111Y-112Y or the 213Y-214Y level. It will include at least 1.5 units above the 213Y-214Y level for students who place out of 111Y-112Y and 2.5 units above the 213Y-214Y level for those who place out of 213Y-214Y.

Because of limited course offerings, students who qualify under Plan B will be expected to fulfill all but one course requirement above the 213Y-214Y level through study abroad, transfer credit, individual study, or a combination thereof. It should be noted, however, that individual study depends on the availability of the faculty member, which cannot be guaranteed.

Additional requirements

In order to declare a minor in a language, students must obtain approval for the minor from the chair of MLL and from the faculty advisor by the end of the second full week of the first semester of their senior year, at the latest.

- Students must pass a language-proficiency test appropriate to minors, administered in the fall of their senior year.
- Students can apply up to .5 unit of Advanced Placement credit toward the MLL minor provided that, in the case of students on Plan B, it be at least equivalent to the 213Y-214Y level.
- A minimum of 1 unit toward the minor must be completed in residence.
- Students should not expect to fulfill the requirements for the minor by registering for Individual Study.
- Students are encouraged to undertake study abroad.
- Transfer Credit Policy. The MLL Department will accept a limit of 1.5 Kenyon units of summer school credit, taken at an approved academic institution.

Modern Languages and Literatures Courses

MLL 331 Introduction to Linguistics

Credit: 0.5

This course develops a broad understanding of human language—what it is, what it is used for, and how it works. It serves as an introduction to contemporary linguistic theory and methods of linguistic analysis, such as phonetic transcription; phonological, morphological, and syntactic analysis; the meaning of expressions; language change; the acquisition of language by young children and adults; and the role of language in society. Students develop basic skills and techniques for learning how particular languages work and behave. Additionally, the organizing principles of language and the diversities and similarities of language systems are discussed. This class provides the basic concepts necessary for further linguistic study. No prerequisites. The course will be taught in English.

MLL 493 Individual Study

Credit: 0.25-0.5

Individual study offers an opportunity to explore an area of special interest—literary, cultural, or linguistic—under the regular supervision of a faculty member. It is offered primarily to candidates for honors, to majors and, under special circumstances, to potential majors and minors. Individual study is intended to supplement, not to take place of, regular courses in the curriculum of each language program. To enroll, a student must identify a member of the department willing to direct the project and, in consultation with that professor, prepare a one-page proposal. The proposal must receive approval from the department chair. It should specify the schedule of assignments and meeting periods. The amount of work should approximate that required in regular courses of corresponding levels. The department expects the student to meet with the instructor one hour per week, at a minimum. Typically, an individual study will award.5 or .25 unit of credit. Students should begin planning individual studies well in advance, so that they can complete a proposal and obtain departmental approval before the registrar's deadline.

MLL 497 Senior Honors

Credit: 0.5

MLL 498 Senior Honors

Credit: 0.5

This course offers independent study for senior candidates for honors, under the direction of the honors supervisor. Prerequisite: permission of instructor.

Some recently offered special topics include:

Looking Abroad through Film

Arabic Courses

ARBC 101Y Beginning Arabic

Credit: 0.5

This is a year-long course for students who are beginning the study of Modern Standard Arabic (MSA). The main objective of the course is to develop speaking, listening, reading, and writing skills in MSA. Part of the first semester concentrates on the Arabic alphabetic writing system, pronunciation, basic conversation, and an introduction to Arabic grammar. Class work includes dictation, group conversations, listening exercises, and activities focused on developing written skills. Online audio and visual materials are used to reinforce communication and vocabulary building, to expose students to authentic language resources, and to help students practice inside and outside of the class. Instruction will include an introduction to the customs and cultures of the Arabic-speaking world. Offered every year.

ARBC 102Y Beginning Arabic

Credit: 0.5

This is a continuation of the introduction to Modern Standard Arabic (MSA). Objectives of the course continue to be the development of skills in writing, reading, listening, and speaking. There is increased emphasis on vocabulary and grammar. Class work includes oral participation (speaking in class, both alone and in groups), active writing activities, and exercises in listening and reading comprehension. Students are expected to use online and extracurricular resources (provided by the instructor) to help improve their skills and complete assignments. Some elements of Arabic dialect will be introduced, but the focus will be on MSA. By the end of the second semester, students will understand basic grammatical concepts and communicate at a novice-high level. Prerequisite: ARBC 101Y, the equivalent, or permission of the instructor. Offered every year.

ARBC 201 Intermediate Arabic

Credit: 0.5

Intermediate Arabic I is open to any student who has completed Beginning Arabic or the equivalent. The main objective of the course is to develop speaking, listening, reading, writing skills in Modern Standard Arabic (MSA) at the intermediate-novice level. Class work includes reading comprehension activities, vocabulary building activities, giving presentations in Arabic, listening to authentic texts, and guided class discussion in the target language. Students will conduct a research project using MSA as the medium for research and presentation. Students are expected to use online and extracurricular resources (some provided by the instructor) to help improve their skills and complete assignments outside of class. Prerequisite: ARBC 102Y, the equivalent, or permission of the instructor. Offered every year.

ARBC 202 Intermediate Arabic

Credit: 0.5

Intermediate Arabic II is open to any student who has completed

Intermediate Arabic I or the equivalent. The main objective of the course is to develop speaking, listening, reading, writing skills in Modern Standard Arabic (MSA) at the intermediate level. Class work includes reading authentic texts vocabulary building, presenting research in Arabic, listening to authentic media (such as news, films, and television programs), and class discussion in the target language. Students will conduct research using authentic Arabic texts and online materials. There will be opportunities to study dialect in an informal setting. Students are expected to use online and extracurricular resources to help improve their skills and complete assignments outside of class. By the end of Intermediate Arabic II, students will be able to communicate at the intermediate level including the ability to recognize different genres of literature, read newspapers with the use of a dictionary, and comprehend basic information from media resources without the use of a dictionary. Prerequisites: MLL 201, the equivalent, or permission of the instructor. Offered every year.

ARBC 493 Individual Study
Credit: 0.5

Chinese Courses

CHNS 111Y Intensive Introductory Chinese
Credit: 0.75
This is the first half of the basic introductory language course in Modern Standard Chinese (Putonghua). This course will develop students' basic communicative competence in the Chinese language and their understanding of the Chinese culture. Throughout the course, students develop their listening, speaking, reading, and writing skills across the three communicative modes: interpretive, interpersonal, and presentational. In the first semester, the pronunciation and some basic grammar will be taught. The bulk of in-class work will be devoted to developing oral and aural skills. There will also be an introduction to the Chinese writing system. Class meetings range from eight to nine hours per week in the first semester, to seven to eight hours per week in the second. There will be required self language practice as well. Offered every year.
Instructor: Bai

CHNS 112Y Intensive Introductory Chinese
Credit: 0.75
See course description for CHNS 111Y. Offered every year.
Instructor: Bai

CHNS 213Y Intermediate Chinese
Credit: 0.5
This course is a continuation of CHNS 111Y-112Y. By the end of the first semester, all the basic grammar of Modern Standard Chinese (Putonghua) and another 300 Chinese characters will have been introduced. There will be extensive oral and written assignments. In the second semester, there will be a review of the basic grammar through in-class oral work and an introduction to the elements of Modern Written Chinese grammar. In both semesters, there will be two required drill and discussion sessions each week with an apprentice teacher. Prerequisite: CHNS 111Y-112Y or equivalent. Offered every year.

CHNS 214Y Intermediate Chinese
Credit: 0.5
See course description for CHNS 213Y. Offered every year.

CHNS 321 Advanced Chinese Language and Culture
Credit: 0.5
This course is an upper-level course for students who wish to develop and refine their ability to understand, speak, read, and write Modern Standard Chinese. There will be extensive reading that deals with aspects of Chinese culture and society. Reading assignments serve as points of departure for discussion and composition. Video materials will also be used for this purpose. This course is recommended for students wishing to specialize in any field related to China. The course may be repeated with credit. Prerequisite: CHNS 213Y-214Y or equivalent, or permission of instructor. Offered every year.

CHNS 322 Advanced Chinese
Credit: 0.5
See description for CHNS 321.

CHNS 323 Literature and Culture: Chinese Heroes
Credit: 0.5
Stories about valiant warriors, loyal bandits, and selfless socialist martyrs are indispensable sources for the construction of Chinese identity. Some of the heroic images that have entered the Chinese popular imagination include the legendary Mulan, the tragic Hegemon King, the loyal strategist Zhuge Liang, the omnipotent Monkey, the violent Water Margin outlaws, the wise judge Bao Zheng, and various national heroes such as Lei Feng. In this course we will study how the portrayal of heroes and heroines reflects historical, social, and literary changes in China. Classical and early modern literary texts will be examined in the context of modern films and other cultural products. No prerequisites. All readings will be in English.

CHNS 324 Modern China through Film and Fiction
Credit: 0.5
This seminar explores how the image of modern China has been constructed through a variety of cinematic and literary representations. Both Chinese and foreign perspectives will be introduced. Background readings and documentaries will provide basic historical narrative. Class discussions will focus on how cultural, social, and political changes find their expressions in film and fiction, and, more importantly, how China has come to be imagined and represented as primitive, exotic, oppressive, revolutionary, modern, and, most recently, postmodern and economically appealing. Some of the key issues include gender, youth, family, ethnicity, modernity, visuality, violence, identity, and cultural stereotyping. The course aims to acquaint students with major works of twentieth-century Chinese filmmaking and fiction and to promote students' critical understanding of Chinese literature, culture, and society. All readings, films, and discussion are in English. Advanced Chinese language students also have the opportunity to read Chinese versions of assigned stories, watch movies in Chinese, and write short essays in Chinese. This course will count towards the Asian Studies Concentration and the Asian area distribution for the international studies major. Normally offered every other year.

CHNS 325 Chinese Literary Tradition
Credit: 0.5
This course serves as an introduction to Chinese literary traditions from the first millennium B.C. to 1911. Readings, all in English translation, include the most beloved literary texts that unify Chinese civilization through its long history, selected from early poetry and history, Confucian and Daoist classics, tales of the strange, Tang Dynasty poetry, short stories and drama written in vernacular language,

and novels from late Imperial period. The discussion-based seminar will explore how Chinese literature, seen as a means of achieving immortality along with virtue, confirms social values or challenges them, and how it articulates the place of the individual in a thoroughly Confucian and patriarchal society. No prerequisites. Students need not have any background in Chinese language or culture. Normally offered every other year.

Instructor: C. Sun

CHNS 326 Women of the Inner Chambers

Credit: 0.5

This course examines roles, images and writings of women in ancient and modern China. The integration of gender relations into cosmological and socio-political patterns sets the tone for the representation of women in Chinese literature, theater, film, and religious texts, but the notion that women were oppressed and silenced throughout the imperial China is overly simplistic and needs to be re-examined. Our discussion will focus on three main themes: the gap between Confucian ideals of womanhood and the complex realities of female social roles, the construction of a feminine voice by both female writers and men writing as wome, and the issue of female agency and its various manifestations within and outside the domestic realm. No prerequisites. All readings are in English. Normally offered every other year.

Instructor: C. Sun

CHNS 393 Individual Study

Credit: 0.5

Students who have completed three years or more of Chinese language may be eligible to do independent study in Chinese language and literature. Topics will be arranged in consultation with the instructor and may include advanced readings in Chinese literature (stories, essays, newspapers, and so forth) and advanced conversation (Kouyu). Credit earned will vary depending upon the topic. Prerequisite: permission of instructor and chair of the department.

Instructor: Staff

CHNS 493 Individual Study

Credit: 0.5

See description for MLL 493.

Some recently offered special topics include: Women of the Inner Chambers

French Courses

FREN 111Y Intensive Introductory French

Credit: 0.75

This is a year-long course offering the equivalent of three semesters of conventional language study. Work for the course includes required practice sessions with an apprentice teacher (AT), which will be scheduled at the beginning of the semester. Class meetings and AT practice sessions are supplemented with online activities and written homework. Work in class focuses primarily on developing listening comprehension and speaking skills while reinforcing vocabulary acquisition and the use of grammatical structures. Written exercises, short compositions, and elementary reading materials serve to develop writing and reading skills and promote in-class discussion. There are normally eight to nine hours of class instruction in the first semester (including AT sessions). This course is intended for students who have had no prior experience with French or who are placed in FREN 111Y-112Y on the basis of a placement exam administered during Orientation. Offered every year.

FREN 112Y Intensive Introductory French

Credit: 0.75

This course is a continuation of the first semester of intensive introductory French. During the second semester, the class continues the study of the fundamentals of French with the addition of more literary and cultural materials, introduced with a view toward further developing reading comprehension and writing ability, expanding vocabulary, and enhancing cultural awareness. Prerequisite: FREN 111Y or permission of the instructor. Offered every year.

FREN 213Y Intermediate French

Credit: 0.5

This is an intermediate-level course open to students who have successfully completed FREN 111Y-112Y or who qualify by virtue of a placement test. It is designed for students interested in developing their ability to speak, write, and read French. The course includes a comprehensive grammar review and short cultural and literary readings, which will serve as points of departure for class discussion. Course requirements include attendance at one to two extra discussion sections per week with a language assistant. Attendance at a weekly French table is strongly encouraged. Prerequisite: FREN 111Y-112Y or equivalent. Offered every year.

FREN 214Y Intermediate French

Credit: 0.5

This course is the continuation of the first semester of intermediate French. Please see the description for FREN 213Y. Prerequisite: FREN 111Y-112Y, placement, or permission of the instructor. Offered every year.

FREN 321 Advanced Composition and Conversation

Credit: 0.5

This course is designed to provide advanced students with the opportunity to strengthen their abilities to write, read, and speak French. The conversation component of the course will focus on the discussion of articles from the current French and Francophone press, films, other media, and Web sites, and on developing the fluency in French to perform linguistically and culturally appropriate tasks. The composition component will seek to improve the ability to write clearly and coherently in French. In order to foster these goals, the course will also provide a review of selected advanced grammatical structures and work on literary excerpts. Prerequisite: FREN 213Y-214Y or equivalent. Offered every year.

FREN 322 Advanced Composition and Conversation

Credit: 0.5

The purpose of this course is to provide advanced students with the opportunity to strengthen their abilities to write, read, and speak French. A companion to the first-semester course FREN 321 (not a prerequisite for this course), FREN 322 will focus more specifically on written expression and a review of French grammatical structures, but will nonetheless include activities that build on the skills practiced in FREN 321 (conversation, reading, listening). Activities designed to enhance grammatical accuracy and expression in writing will include exercises focusing on specific grammatical points as well as translations, discussions in French followed by compositions of increasing length relevant to the topics covered, and the maintenance of a journal to practice written expression in a less formal context. Coursework

will also include assignments related to oral expression. Prerequisite: FREN 213Y-214Y or equivalent. Normally offered every third year.

FREN 323 Approaches to French Literature I

Credit: 0.5

In this course, we will examine representative texts—lyric poems, plays, short stories, and novels—from the Middle Ages to the French Revolution. In addition to gaining a greater understanding of French literary history and of related social and philosophical trends, students will develop skills necessary for close reading, *explication de texte*, and oral discussion. We will read complete texts rather than excerpts whenever possible. It is especially recommended for students with little or no previous exposure to French literature. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 is recommended. Offered every year or alternating with FREN 324.

FREN 324 Approaches to French Literature II

Credit: 0.5

The purpose of this course is to introduce students to the study of three major literary genres—poetry, theater, and the novel—from the French Revolution to the twentieth century. Readings will include the works of authors such as Hugo, Baudelaire, Lamartine, Balzac, Mallarmé, Colette, Cocteau, Camus, and Sartre. The course seeks to help students gain a deeper understanding of French literary history and of its relationship to major social and philosophical movements. We will see how the literature of each century reflects important societal and intellectual debates of the time. The course will continue the development of the skills of literary analysis, guided discussion, and essay writing in French. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321recommended. Offered every year or alternating with FREN 323.

FREN 325 Contes et Nouvelles: Exploring French Short Fiction

Credit: 0.5

Many of the best-loved and most original writers in French—Voltaire, Flaubert, Maupassant, Camus, Yourcenar, to name a few—experimented with short forms of fiction while simultaneously cultivating other literary genres. This course will focus on short works of fiction as a means of exploring both the French literary tradition and the parameters of a specific genre. It will include examples of the folktale, the fairy tale, the philosophical tale, the realist short story, the fantastic tale, the existentialist short story, the fragmentary narrative in the style of the "nouveau roman," and more recent Francophone fiction. Selections from theoretical works, such as Propp's *Morphology of the Folktale* and Todorov's *Introduction à la littérature fantastique*, will also help guide our understanding of the genres of short fiction. The course will be conducted in French, with occasional theoretical readings in English. Prerequisite: FREN 213Y-214Y or the equivalent; FREN 321 or 322 recommended. Normally offered every third year.

Instructor: Cowles

FREN 328 Modern French Civilization

Credit: 0.5

We will examine some of the social, cultural, and political issues in contemporary France, as well as their historical context, by analyzing representative films and texts from the twentieth century. Films and themes may include: *La Grande Illusion*, *Jules et Jim*, *Lacombe*, *Lucien*, and World Wars I and II; *Coup de Torchon*, *Indochine*, and the colonial experience; *A Bout de Souffle*, *Milou en Mai*, and the fifties and sixties; and the impact of immigration. Students will be required to view eight to ten films outside of class. We will also read a textbook on contemporary France to supplement the films, and students will be required to complete an independent research project on a topic related to class discussions. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 recommended.

FREN 337 French Drama Workshop

Credit: 0.5

This course is designed to build on the oral and written skills of students at the advanced level. Students will undertake critical writing, creative writing, and performance activities. Coursework will also include attention to pronunciation, with the goal of increasing sensitivity to phonetics, intonation, and expressiveness in French. Students will regularly perform improvisations, short scenes they write themselves, and scenes from authors such as Molière, Ionesco, and Camus. The largest single component of the course will be the analysis, interpretation, and staging of a French play or series of scenes in the original. The course will be conducted in French. Prerequisite FREN 213Y-214Y or equivalent; FREN 321 recommended. Normally offered every third year.

Instructor: Cowles

FREN 340 Identity in Francophone Novel

Credit: 0.5

This course will examine the theme of individual and cultural identity in the Francophone novel, focusing primarily on texts from the 1970s and '80s (with the possibility of incorporating works from the end of the twentieth century and the first decade of the twenty-first). We will explore literary expressions of issues of belonging, otherness, ethnicity, and assimilation in a wide range of social and political contexts, including working-class Montreal, rural and urban postcolonial West Africa, Judeo-Maghrebian communities of North Africa, Arab-Muslim immigration in Western Europe, and the French Caribbean. Authors may include Albert Memmi (Tunisia), Jean-Marie Adiaffi (Ivory Coast), Mariama Bâ (Senegal), Maryse Condé (Guadeloupe), Michel Tremblay (Quebec), and Leila Houari (Belgium). Secondary readings will engage a number of critical approaches, ranging from postcolonial to anthropological-mythological. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 strongly encouraged. Normally offered every third year.

FREN 341 Francophone Poetry

Credit: 0.5

This course will focus on lyric poetry from a number of French-speaking regions including Canada, the Antilles and French Guyana, North Africa, and sub-Saharan Africa. In analyzing the poetry, we will examine the relationship between concepts of human purpose and dignity, on the one hand, and modern urbanized life, on the other; the sense of connection between the individual and the land; and modes of self-definition in the context of social groups. We will read a selection of poems, ranging from those which evoke universalizing images of the human experience to those which reflect and sometimes also advocate intense political engagement with contemporary struggles in the postcolonial world. The work to be studied will come primarily, though not exclusively, from twentieth-century poets including Paul Chamberland, Gilles Vigneault, Anne Hebert, Aime Cesaire, Leon-Gontran Damas, Tahar Ben Jelloun, Andree Chedid, Leopold Sedar Senghor, Jean-Marie Adiaffi, and Veronique Tadjo. The course will be conducted in French. Prerequisite: French 213Y-214Y or equivalent.

French 321 strongly encouraged but not required. Normally offered every three years.

FREN 343 Seventeenth-Century French Literature

Credit: 0.5

The works of French literature and thought in the seventeenth century embody what the French call "le classicisme": the golden age of the national literary tradition. The belief still persists that French literature of the period, such as Racine's tragedies or Boileau's *Art poétique*, rivaled the great works of antiquity. This course will introduce students to the literature and intellectual history of seventeenth-century France and will examine the concept of the Baroque, the ideals of the classical aesthetic which succeeded it, and the tensions that may lie beneath the classical facade. Readings will include such works as Pascal's *Pensées*, plays by Corneille, Molière, and Racine, selected poems by La Fontaine, and what is often considered the first psychological novel, *La Princesse de Clèves* by Madame de Lafayette. The course will be conducted in French.Prerequisite: FREN 213Y-214Y or equivalent. FREN 321 recommended. Normally offered every other year.

Instructor: Blacker

FREN 345 Heart and Reason: Eighteenth-Century French Prose

Credit: 0.5

We will explore the competing forces of *la raison* and *la sensibilité* as they affect developing notions of the self and of individual freedom in eighteenth-century France. Our readings will include some of the major works of Enlightenment thought, representative of several genres: philosophical narratives, plays, novels, and autobiographical texts by such authors as Montesquieu, Voltaire, Diderot, Rousseau, Graffigny, and Laclos. Our considerations of the tensions between the heart and reason will also provide some glimpses of the underside of the French Enlightenment and will reveal an ongoing dialogue between the center (Paris) and a variously constituted periphery. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 recommended. Normally offered every other year.

Instructor: Cowles

FREN 346 Romantics and Realists

Credit: 0.5

We will read major novels and plays produced during one of the most turbulent eras of French history, from the wake of the French Revolution to the establishment of France's first viable democratic regime, the Third Republic. Works by authors such as Stendhal, Hugo, Balzac, Flaubert, and Zola will provide us with a perspective on the social and political upheavals of the time. In addition to intrepreting these works in relation to their historical background, we will try to understand and compare the authors' aesthetics of literary creation, their understanding of the individual's role in society, and the opposition of idealism and material forces that they portray. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 recommended. Normally offered every other year.

Instructor: Cowles

FREN 348 Twentieth-Century French Prose

Credit: 0.5

Though centered on the novel, this course may examine various genres including drama, short narrative, and even film. Close readings of classic modern texts will serve to illuminate questions such as the role and nature of the subject, narrative coherence and incoherence, the incorporation of marginal voices into the literary mainstream, and the relationship between literature and modernism. These texts will be situated in historical and intellectual context. Authors studied may include Marcel Proust, Samuel Beckett, and Marguerite Duras. This course is designed to accommodate advanced students as well as those with little or no previous experience in French literature. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 recommended. Normally offered every third year.

Instructor:Guiney

FREN 350 Studies in the Early Lyric

Credit: 0.5

This course is designed to introduce students to the language, forms, images, and themes that characterize the French lyric, from the *trouverès*, troubadours, and *trobairitz* of the medieval period to the *Pléiade* of the sixteenth century. Poets to be read will include Marcabru, Bernard de Ventadorn, the Contessa di Dia, the Châtelain de Coucy, Thibaut de Champagne, Guillaume de Machaut, Christine de Pisan, Charles d'Orléans, François Villon, and Ronsard. All works will be read in their original form. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 recommended. Normally offered every third year.

Instructor: Blacker

FREN 352 Baudelaire to Valéry

Credit: 0.5

We will explore the relationship between poetry and modernity, as well as learn techniques for the close reading of French poetic texts. Authors will include Rimbaud, Verlaine, and Mallarmé in addition to Baudelaire and Valéry. The literary and philosophic consequences of the development of a poetic language that rejects all reference to the outside world, striving toward the pure or absolute text, constitutes the primary focus of the course. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 recommended. Normally offered every other year.

Instructor: Cowles, Guiney

FREN 353 Myth and Meaning of the French Revolution

Credit: 0.5

Few events in world history were as cataclysmic as the French Revolution. The purpose of this course is to acquaint students with the basic events of the revolution and to expose them to the conflicting interpretations of those events, particularly as they are portrayed in literature and film. In so doing, the course will explore different authors' visions of history and the creation of a mythology surrounding the Revolution. Discussion of fictional narratives will be enriched by allusions to revolutionary art and music in order to elucidate the role of symbol in political ideology. Readings will include selected essays and excerpts from historical narratives, as well as major works by Beaumarchais, Balzac, Hugo, and Anatole France. We will also discuss major feature films by directors Renoir, Wadja, Gance, and others. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 recommended. Normally offered every third year.

Instructor: Cowles

FREN 354 The Arthurian Legend in Old French Literature and Film

Credit: 0.5

While the modern King Arthur is largely a character of English-speaking literature and film, the medieval Arthur was initially primarily, though not exclusively, a product of French verse and prose romances and Latin chronicles. This course will introduce students to medi-

eval Arthurian literature through Old French texts of the twelfth and thirteenth centuries, including two of Chrétien de Troyes's verse romances—*Le Roman de Perceval ou le Conte du Graal* and *Lancelot ou le Chevalier de la Charrette*—and two prose texts from the so-called Vulgate or Lancelot-Grail cycle of prose romances, *La Queste del Saint Graal* and *La Mort le Roi Artu*. Students will be trained to read these texts in the original Old French while learning to analyze films in order to study comparatively with the literary texts some of the major filmic presentations of the Arthurian myth. Films will include Eric Rohmer's *Perceval le Gallois*, John Boorman's *Excalibur*, Robert Bresson's *Lancelot du Lac* and *Monty Python and the Holy Grail*, with showings to be arranged outside of class time. The course will be conducted in French; all work submitted for a grade will be in French. No prior reading knowledge of Old French is expected. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 recommended. Normally offered every third year.

Instructor: Blacker

FREN 361 Symbolism to Surrealism and Beyond

Credit: 0.5

The period extending from the *belle époque* to World War II saw the birth, ascendancy, and worldwide influence of French avant-garde poetry. We will study this phenomenon chronologically, beginning with the Symbolist "cult of literature" epitomized by poet Stéphane Mallarmé, moving on to "anti-literature" such as the Paris Dada movement, and ending with the Surrealist period, when the literary avant-garde established itself as a powerful institution in its own right. We will study poems and some shorter prose texts by a range of authors including Paul Valéry, Guillaume Apollinaire, Tristan Tzara, and André Breton. We will also discuss the relationship between literature and other arts such as painting and film. The course will be conducted in French. Prerequisite: FREN 213Y-214Y or equivalent; FREN 321 recommended. Normally offered every third year.

Instructor: Guiney

FREN 493 Individual Study

Credit: 0.25-0.5

See description for MLL 493.

FREN 497Y Senior Honors

Credit: 0.5

FREN 498Y Senior Honors

Credit: 0.5

Some recently offered special topics include:

Francophone Poetry
The Holocaust in Contemporary French Literature and Film
From De Gaulle to Godard: Post-World War II French Culture

German Courses

GERM 111Y Intensive Introductory German

Credit: 0.75

This is the first half of a year-long course for students who are beginning the study of German or who have had only minimal exposure to the language. The first semester introduces students to the German language in all four modalities: reading, writing, speaking, and listening. The work includes practice (in class, in scheduled review sessions with an apprentice teacher, and using an online workbook) in understanding and using the spoken language. Written exercises and elementary reading materials completed outside class serve as a basis for vocabulary-building and in-class discussion and role-plays. Students will also write four short essays on familiar topics over the course of the semester. During the second semester there is more advanced practice in the use of the spoken and written language, and more extensive literary and cultural materials are introduced with a view to developing techniques of reading. The class meets four and one-half hours per week with the professor, and an additional three hours per week with an apprentice teacher. Offered every fall semester.

Instructor: Gebhardt, Riegert

GERM 112Y Intensive Introductory German

Credit: 0.75

This is the second half of a year-long course for students who are beginning the study of German or who have had only minimal exposure to the language. As in the first semester, the work includes practice of the German language in all four modalities—reading, writing, speaking, and listening—in class, in scheduled review sessions with an apprentice teacher, and using an online workbook. There will be more advanced practice in the use of the spoken and written language, and literary and cultural materials are introduced with a view to developing techniques of reading. The class meets four and one-half hours per week with the professor, and an additional three hours per week with an apprentice teacher. Prerequisite: GERM 111Y, placement, or permission of the instructor. Offered every spring semester.

Instructor: Gebhardt, Riegert

GERM 213Y Intermediate German Language

Credit: 0.5

This first-semester middle-level course is designed to develop German reading, writing, and speaking skills beyond GERM 111Y-112Y. A grammar text is used for reviewing systematically different aspects of German grammar. We will apply this review to the reading of short literary and journalistic texts, to gaining a basic understanding of films in the original German, and to conversation in German with a partner or in groups. These texts and films will serve as a point of departure for short compositions as well. Keeping a diary in German is also an integral component of the course. An apprentice teacher or language assistant will conduct a fourth weekly meeting, in addition to the three regular classes. Prerequisite: successful completion of GERM 111Y-112Y or equivalent. Offered every fall semester.

Instructor: Gebhardt, Riegert

GERM 214Y Intermediate German Language

Credit: 0.5

This second-semester middle-level course is designed to develop German reading, writing, and speaking skills beyond GERM 111Y-112Y. See course description for GERM 213Y. Offered every spring semester.

Instructor: Gebhardt, Riegert

GERM 321 Advanced Composition and Conversation

Credit: 0.5

In this course, we will explore a wide array of topics in contemporary German culture, in order to provide advanced students with the opportunity to strengthen their abilities to write, read, and speak German. Topics may include the impact of reunification on contemporary Germany; religious life and popular music. Material for conversation and composition will be provided by articles from the current press

in German-speaking countries, films, other media, and Web sites. Students will develop fluency in German in order to perform linguistically and culturally appropriate tasks. The composition component will seek to improve the ability to write clearly and coherently in German. To foster these goals, the course will also provide a reviewof advanced grammatical structures. Prerequisite: completion of GERM 213Y-214Y or equivalent. Offered every fall semester.

Instructor: Gebhardt, Riegert

GERM 323 German Women Writers

Credit: 0.5

This course will examine texts written over the past two centuries by German women from a variety of ethnic, national, and social backgrounds. Incorporating both poetry and prose texts, the course will be organized around thematic blocks. Past themes have included: the critique of society in Nobel laureate Elfriede Jelinek (Austria) or Christa Wolf (the socialist GDR); father figures, family histories, and childhood in Birgit Vanderbeke's *Das Muschelessen* from 1990 and Annette von Droste-Hülshoff's *Die Judenbuche* from 1842; nineteenth-century social activism in Hedwig Dohm's *Werde die du bist* and the political pamphlets of Louise Otto; German-Jewish writing by Fanny Lewald in the early nineteenth century and Barbara Honigmann in the late twentieth century; women under the Nazis, including lesbians in the film *Aimee and Jaguar* and exiles such as Annah Seghers; and recent immigrant experiences as depicted in the works of Emine Özdamar and Yoko Tawada. Keeping in mind that women's creative energy has not always been fully recognized, the course will examine the social and literary context in which these women wrote, the constructions of gender in their societies, and the ways in which they reacted to this context. The course will be conducted in German, and will be suited for students who have completed GERM 321 (or the equivalent), as well as more advanced students. Normally offered every other year.

Instructor: Gebhardt, Riegert

GERM 325 Survey: German Literature and Culture

Credit: 0.5

This course is designed as a first introduction to the study of German literature. It will provide an overview of different periods in the history of German, Swiss, and Austrian literature on the basis of representative textual and cinematic examples. Another central goal is gaining practice in the close reading of texts. We will read samples from various genres—an Enlightenment drama, prose from the nineteenth and twentieth centuries, a post-war novel, and lyric poetry from virtually all epochs of German literature. Authors to be studied may include Walther von der Vogelweide, Lessing, Tieck, Frisch, Ingeborg Bachmann, and Judith Hermann. Gaining a basic German vocabulary in order to engage in the criticism of German literature, and interacting with works of secondary literature, will also be important components of this course. Prerequisite: GERM 213Y-214Y or equivalent. Offered every spring semester.

Instructor: Gebhardt, Riegert

GERM 361 Images of the German Family

Credit: 0.5

Some of the greatest masterpieces of German literature thematically explore family relationships, harmonious or dysfunctional. In this course, we will look at images of the family in German and Austrian literature and film. Three masterworks from the Age of Goethe will be juxtaposed with novels, short fiction, and films from the early and late twentieth century. Schiller's *Intrigue and Love*, Goethe's *Elective Affinities*, and Heinrich von Kleist's *Earthquake in Chile* provide surprisingly different approaches to the family theme in the earlier period. Discussion of these works will provide a basis for exploring later texts, such as excerpts from Thomas Mann's *Buddenbrooks*, Kafka's shorter works *The Metamorphosis* and *The Judgment*, and Thomas Bernhard's 1986 novel *Extinction*, which shares with Kafka's texts the outsider status of its protagonist within his family. Films may include Fritz Lang's silent movies based on the Nibelungen myth, Margarethe von Trotta's *Marianne and Juliane*, and Tom Tykwer's *The Princess and the Warrior*. We will analyze these works from different perspectives—for example, family history as a mirror for economic development (Mann), the family in the face of terror (Schiller, Kleist, von Trotta), and the juxtaposition of family intimacy with totalitarian power (Schiller). We will trace connections between different family images while also exploring theoretical considerations, such as the influence of the family theme on narrative structure. All readings and discussion will be in German. Prerequisite: GERM 325 or equivalent, or permission of instructor. Normally offered every other year.

Instructor: Gebhardt

GERM 362 Contemporary German Fiction

Credit: 0.5

In a special journal issue on emerging German writers, Frank Finley and Stuart Taberner write: "What is most immediately striking about the German literary market since unification, and in particular since the mid-1990s, is its sheer diversity." In this course, we will read and interpret exemplary works from the wealth of texts that form this new literature. Among the authors are emerging writers, as well as well-established writers, such as Nobel Prize winner Günter Grass. Our focus for discussion will shift a number of times during the semester. We will explore issues of German history and German identity with respect to Grass' novel *Im Krebsgang* and Thomas Brussig's satirical alternative 'history' of the fall of the Wall, *Helden wie wir*. More aesthetic and philosophical problems, such as intertextuality and memory, will guide our discussion of W.G. Sebald's *Schwindel. Gefühle*. Sebald's book is related to Judith Hermann's *Nichts als Gespenster* through the theme of the travelogue. Likewise, we will discuss the poetics and narrative strategies of Hermann's stories. We will investigate questions of popular literature, and generational issues ("Generation Golf") by looking at Christian Kracht's *Faserland* (which—like the Hermann and Sebald texts—can be read as a travelogue) and Benjamin von Stuckrad-Barre's *Solo-Album*. The novels *Helden wie wir* and *Solo-Album* will also be discussed in the context of their respective motion picture versions. The format of the course will be seminar-type discussion complemented by occasional presentations by students and the instructor. All readings and discussion are in German. Prerequisite: GERM 325, or equivalent, or permission of instructor. Normally offered every two to three years.

Instructor: Gebhardt

GERM 363 From Nietzsche to Kafka

Credit: 0.5

Nietzsche and Kafka stand out as two of the most important prose stylists of the German language. At the same time, the period between the beginning of Nietzsche's productive career around 1870 and Kafka's death in 1924 is one of fundamental historical change: it starts with the rise of the German nation state and ends after the downfall of both the German and the Austro-Hungarian monarchies. Not surprisingly, the literature of this era in the German language is marked by similar radical transformations. We will attempt to trace these changes

by beginning with a discussion of Nietzsche's *Also sprach Zarathustra* (1883-85) and concluding with Kafka's fragmentary novel *Der Proce?* . From the perspective of the changing role of literature in response to societal and historical realities, or as a depiction of states of human consciousness, we will investigate a number of additional works: for example, Hugo von Hofmannsthal's *Ein Brief*, Gerhart Hauptmann's *Bahnwarter Thiel*, Lou Andreas-Salome's *Fenitschka*, and Arthur Schnitzler's *Leutnant Gustl*, as well as poetry by Rilke, Trakl, and Benn. All readings and discussion are in German. Prerequisite: GERM 325 or equivalent, or permission of instructor. This course will be offered every two or three years.

Instructor: Gebhardt

GERM 365 Politics and Gender in German Cinema

Credit: 0.5

Contemporary German cinema has been criticized for its presentation of "characters whose primary sense of person and place is rarely an overt function of their national identity or directly impacted by Germany's difficult past" (Eric Rentschler). Politics seem to disappear more and more from the German screen, whereas the New German Cinema from the 60s to the early 80s often used film explicitly as a means of coming to terms with the past. This course presents major trends in German film since 1989 (beginning with Heiner Carow's *Coming Out*, a queer movie and one of the last DEFA films). We will try to reassess the often repeated claim of the disappearance of the political. Indeed, we will look at a number of films dealing with gender and queer issues by directors such as Monika Treut (*My Father is Coming*) and Kutlug Ataman (*Lola and Billy the Kid*), among others. Moreover, Ataman, along with director Fatih Akin *(In July*, *Head On*), will serve as an example for a breakthrough in Turkish-German film production. Discussing the work of Tom Tykwer (*Winter Sleepers*, *The Princess and the Warrior*, and *Perfume*) will form one thematic block in this overview of the past eighteen years of German film. Another group of movies that deals with the German division and re-unification, such as *The Promise*, *Good-Bye Lenin*, and *Go For Zucker*, will be included, as well. The course also introduces students to the tools of film analysis. No previous knowledge of German or film is required. Taught in English. No prerequisites. May be taken for credit towards the German major; please consult with instructor regarding arrangements for German credit. Normally offered every two to three years.

Instructor: Gebhardt

GERM 374 Uncanny Love Stories: Theories of Love in German Literature from the Enlightenment to the Present

Credit: 0.5

The purpose of this course is twofold: to provide an overview of the development of German literature from the eighteenth century to the present; and to focus on the ways different writers and thinkers (and later, filmmakers) represent the fundamental human experience of love in exceptional or "uncanny" ways. The course begins with a consideration of the role of the emotions versus reason in the German Enlightenment. We then turn to the literary works from major German authors, from Goethe to Kleist, Kafka, and Thomas Mann, in which love is marked by loss, violence, and tragedy and/or elevated to the realm of the aesthetic. Freud's theory of love as outlined in his psychoanalytic writings informs the course in general. The course will conclude with a selection of films from the postwar era. Readings and discussion are in German. The course will be conducted in German. Prerequisite: GERM 213Y-214Y or equivalent.

GERM 375 Freud in German Literature

Credit: 0.5

It is impossible to imagine modernity without the theories of Sigmund Freud. Freud's education mandated that he be familiar with all the important works of the German canon, and indeed references to Goethe, Schiller, and others are to be found in his work. In this course we will be examining the impact that the reading of German literature had on Freud's thinking. We will also investigate the relation of Freud to German writers who were his contemporaries. We begin with Freud's major work *Die Traumdeutung*. As a companion piece, we will read selections from Goethe's autobiography *Dichtung und Wahrheit*. Next we will turn to Freud's *Totem und Tabu*, which deals with the place of psychological structures in the construction of culture. We will read Schiller's play *Die Räuber*, as an exemplary text used by Freud as one of the models for this construction. We will also examine Freud's essay "Das Unheimliche." Freud uses Hoffmann's story "Der Sandmann" as a model for this text, and we will read this tale as well as another of Hoffmann's gothic stories to illuminate Freud's theory of the uncanny. Next we will examine the relation between Freud and two of his contemporaries, Arthur Schnitzler and Franz Kafka, in light of their correspondence, diaries, and short stories. Prerequisites: GERM 321 or equivalent.

GERM 381 Faust and Faust Legends in Literature and Film

Credit: 0.5

This course presents a close examination of Faust and the Faust legend in German and European literature from the Renaissance to the present, with all its implications for modern times. The Faustian pact with the Devil, your heart's desire in exchange for your soul, has clear reference for modernism. The birth of the blues as well as fascism share in the myth. Reading in this class will trace the roots of this myth in the *Volksbuch von Doktor Faust*, Marlowe's *Dr. Faustus*, Goethe's *Faust*, and *The Master and Margarita*. The course will also include a number of films that deal with the Faust themes, such as *Angelheart*, *Faust*, *Mephisto*, and*The Last Temptation of Christ*. Readings are in English. The course may be taken for credit toward the German major; students should consult with the instructor regarding requirements for German credit.

GERM 385 Weimar Film and Beyond

Credit: 0.5

This course will examine German film from its beginnings to the present. The films we will view and analyze in this represent four epochs of German film: (1) the Weimar era, which produced film classics such as *Nosferatu*, *Metropolis*, and *The Golem*; (2) examples of films produced during the Third Reich; (3) the films of the New German Cinema, which include such works as *The Marriage of Maria Braun*, by Rainer Maria Fassbinder, and *Heart of Glass*, by Werner Herzog, as well as films by directors such as Maragethe von Trotta and Wim Wenders; and (4) films produced in the last decade. The films shown in this class are in the original German. The course will be conducted as a seminar.

GERM 387 Rilke, Celan, and Theory

Credit: 0.5

In this course, we will attempt to gain an understanding of some of the most complex poetry in German in the twentieth century. At least two of the poets we will study — Rainer Maria Rilke and Paul Celan — have made it into the canon of what some call "World Literature." Our approach will be theoretical in that we will start with a seminal work in German aesthetics, Nietzsche's *Birth of Tragedy*, and throughout the semester, we will discuss the poems side by side with philosophical

and critical essays on the poems in question. German twentieth-century poetry has resonated in extraordinary ways with writers in theoretically and philosophically oriented criticism. Theoretical work we will discuss in this course will include Martin Heidegger's essays "What are Poets for?" and "Language," Hans Georg Gadamer's essays on Rilke and Celan, Werner Hamacher's "The Second of Inversion," Adorno's "The Lyric and Society," and Paul De Man's "Tropes (Rilke)." In addition to Rilke and Celan, we will study poems by Else Lasker-Schüler, Stefan George, Georg Trakl, Gertrud Kolmar, and Gottfried Benn. The readings will open up perspectives on the central aspects of criticism on poetry, namely the relationship between philosophical thought and poetry, the relationship between poetry and language, the problem of self-reference, and questions of history and memory. Open to students of all levels. No German language proficiency required, as all readings will be in English. Normally offered every two to three years.

Instructor: Gebhardt

GERM 395 Myth of Nation: German Film from Nosferatu to Hitler and Beyond

Credit: 0.5

This course will examine the construction of national identity through the medium of film. For Germany, which historically looked to its writers to define its national identity, film became a very important medium for expressing this goal. In addition to a basic understanding of the terms and methods used in the formal description of film, this course aims to provide students with the socio-historic background to be able to understand and evaluate the role that films played in both shaping and reflecting German cultural ideals from the early twentieth century through the present. The majority of films viewed in this course will represent three distinct historical epochs: (1) the Weimar period, which produced some of the greatest silent films ever made, such as *Nosferatu*, *The Golem*, *Dr. Caligari*, and *Dr. Mabuse*; (2) the Nazi period, which resulted in the artistically unequaled propaganda film *The Triumph of the Will*, as well as examples of Hollywood-inspired Nazi propaganda films such as *Jew Süss*; (3) the post-World War II period, for which we will view films made by members of the New German Cinema, like Fassbinder's *The Marriage of Maria Braun*, Werner Herzog's *Aguirre: the Wrath of God*, and *Wings of Desire* by Wim Wenders. Finally, we will view a number of films that represent a reaction of sorts to New German Cinema, such as the (anti-) war film *Das Boot*, as well as recent works by women filmakers such as Margarete von Trotta (*Rosenstraße*), Dorris Dörrie (*Men*), and Vaness Jopp (*Forget America*). No prerequisites. The course will be conducted in English. Normally offered every two to three years.

Instructor: Riegert

GERM 493 Individual Study

Credit: 0.25-0.5

See description for MLL 493.

GERM 497Y Senior Honors

Credit: 0.5

GERM 498Y Senior Honors

Credit: 0.5

Some recently offered special topics include: Literature and Culture in fin de siècle Vienna

Italian Courses

ITAL 111Y Intensive Introductory Italian

Credit: 0.75

This is the first half of a a year-long course for students who are beginning the study of Italian or who have studied it only minimally. The first semester's work comprises an introduction to Italian as a spoken and written language. The work includes practice (in class and in sessions with an apprentice teacher) for understanding and using the spoken language. Written exercises, themes, oral reports, and readings develop communicative skills. Coursework includes daily homework, chapter tests, a midterm, and end of semester test. Offered every year.

Instructor: Dubrovic, Richards

ITAL 112Y Intensive Introductory Italian

Credit: 0.75

This is the second half of a year-long course for students who are beginning the study of Italian or who have studied it only minimally. The second semester entails more advanced work in the use of the spoken and written language. Literary and cultural materials develop reading ability and provide topics for discussion and oral presentations, as well as for writing assignments. Prerequisite: ITAL 111Y or permission of the instructor. Offered every year.

Instructor: Dubrovic, Richards

ITAL 213Y Language and Culture

Credit: 0.5

TThis first half of the intermediate-level course develops speaking, reading, and writing skills, while considering cultural themes. The activities and materials introduce modern history, literature, film, and music. Written themes develop writing skills. Aural activities develop verbal skills. There are bi-weekly chapter tests, a midterm, and an end-of-semester exam, as well as a short essay in Italian. Two fifty-minute practice sessions are required weekly. Attendance at evening film showings (alternate weeks) is also required. The class is conducted in Italian. Prerequisite: ITAL 111Y-112Y. Offered every year.

Instructor: Dubrovic, Richards

ITAL 214Y Language and Culture

Credit: 0.5

This second half of the mid-level course continues its focus on cultural themes and develops speaking, reading, and writing skills. The activities and materials focus on contemporary culture, and literature. Written themes integrate reading and writing skills. Oral reports and lab work develop verbal skills. Coursework concludes with a short research paper on a topic chosen by the student in consultation with the instructor. Two fifty-minute practice sessions are required weekly. Attendance at evening film showings (alternate weeks) is also required. The class is conducted in Italian. Prerequisite: ITAL 111Y-112Y. Offered every year.

Instructor: Dubrovic, Richards

ITAL 321 Advanced Italian

Credit: 0.5

This upper-level course, taught in Italian, provides an introduction to contemporary Italian literature in its historical context. The course deepens understanding of the Italian language through advanced analysis of grammar and syntax in literary texts. Beyond reading and discussion, coursework includes short response papers, a research paper, oral presentations, and a final exam. Attendance at evening film

showings is required. Prerequisite: ITAL 213Y-214Y, or equivalent. Offered every year.

Instructor: Dubrovic, Richards

ITAL 333 Introduction to Dante

Credit: 0.5

Dante's analysis of the soul from sin to redemption, the *Divina commedia*, studied in Italian, is the focus of this seminar. Ample selections from the three canticles are supplemented by passages from key scholars of the text. Coursework involves close reading, class discussion, and oral presentations in Italian, as well as papers and a final exam (also in Italian). The course introduces students to the range of Dante's works, both poetic and analytical. Dante's contribution to the Western and world literary heritage is examined in its cultural context, with attention to themes in medieval art and thought. Students will also consider issues of translation, by comparing various versions of specific canti. The course is conducted in Italian and is not available on a Pass/D/F basis. Prerequisite: advanced standing in Italian. Offered every year.

ITAL 350 Topics in Italian Cinema

Credit: 0.5

This course examines topics (which vary from year to year) in Italian cinema, with the aim of understanding and appreciating its lasting value as an art form and as an expression of Italian culture. Coursework inlcudes oral presentations, papers, tests, a final exam, and class preparation with partners. Attendance at weekly film showings is required in addition to class meetings. The course is conducted in English and the films are subtitled. Past topics include: Focus on Food, Post War Cinema, Federico Fellini and Friends, and Youth. The course may be repeated if the content is significantly different the second time. No prerequisite. Normally offered every other year.

Instructor: Richards

ITAL 493 Individual Study

Credit: 0.5

See description for MLL 493.

Some recently offered special topics include:

Italian Literature from Baroque to the Twentieth Century

Survey of Italian literature: Romanticism, Symbolism, Decadence, and Modernity

Japanese Courses

JAPN 111Y Intensive Introductory Modern Japanese

Credit: 0.75

JAPN 111Y-112Y constitute the first two sequences of the five-semester Japanese program. The course will introduce basic Modern Standard Japanese that is based on the Tokyo dialect. The class work will focus on developing basic skills in speaking, listening, reading, and writing. Students will learn polite and plain speech styles. They will also study three types of Japanese orthography: *hiragana*, *katakana*, and approximately 150 *kanji* (Chinese characters). Class meetings range from nine hours per week in the first semester to eight hours per week in the second, with a fifty minute evening session each day of class. Offered every year.

Instructor: Tomita

JAPN 112Y Intensive Introductory Modern Japanese

Credit: 0.75

This course is a continuation of the JAPN 111Y. Class meetings are conducted for eight hours per week during this sequence, with a fifty minute evening session each day of class. Offered every year.

Instructor: Tomita

JAPN 213Y Intermediate Modern Japanese

Credit: 0.5

This course and JAPN 214Y constitute the third and fourth sequences of the five-semester Japanese program. By the end of the year, students will learn all the basic grammar of Modern Standard Japanese and the cumulative total of 300 *kanji*, with an additional 150 to be introduced. The course will provide extensive oral and written assignments, and it requires two evening review sessions per week. Prerequisite: JAPN 111Y-112Y or equivalent. Offered every year.

Instructor: Tomita

JAPN 214Y Intermediate Modern Japanese

Credit: 0.5

This course is a continuation of the first semester of Intermediate Modern Japanese. Please see the description of JAPN 213Y. Prerequisite: JAPN 111Y-112Y or equivalent. Offered every year.

Instructor: Tomita

JAPN 321 Advanced Japanese

Credit: 0.5

This is the final sequence of the five-semester Japanese program. This course is designed to develop students' ability to understand authentic Modern Standard Japanese, i.e. the language used in visual and print media in contemporary Japan. By the end of the year, students will learn 200 new *kanji*, completing their study of the most frequent 500 *kanji*. They will also practice utilizing electronic resources for their study. This course is required for students who plan to minor in Japanese. Prerequisite: JAPN 213Y-214Y or equivalent, or permission of instructor. Offered every year.

Instructor: Tomita

JAPN 322 Advanced Japanese: Language and Culture

Credit: 0.5

This course introduces concepts essential for understanding contemporary Japanese culture and society. Students will learn key words and expressions through extensive reading of original texts followed by in-class discussion. Students will also have ample opportunities to use the learned vocabulary both in oral interviews and compositions on a weekly basis. The course will be taught in Japanese. Prerequisite: JAPN 321 or permission of instructor.

Instructor: Tomita

JAPN 323 Advanced Reading and Composition

Credit: 0.5

The main goal of this course is to help students develop skills of expository and argumentative writing in Japanese. Students will read authentic Japanese texts, including short essays and a complete book of nonfiction, from which they will develop their own essays. Writing practice will focus on developing a clear thesis and focused paragraphs, and providing relevant support. As a final project students will write a research paper on a contemporary topic of interest. Prerequisites: Japanese 322 or permission of instructor. Offered every other year.

Instructor: Tomita

JAPN 325 Introductory Japanese Linguistics

Credit: 0.5

This course surveys the characteristics of the Japanese language. Students will first review formal aspects of the language, including sound patterns, word formation rules, and sentence patterns, in order to understand how they are combined to generate meaning in Japanese. Students will next examine actual uses of the language as influenced by cultural concepts and social contexts. The course is taught in English. Prerequisite: JAPN 111Y-112Y or permission of instructor. Normally offered every third year.

Instructor: Tomita

JAPN 493 Individual Study

Credit: 0.5

See description for MLL 493.

Russian Courses

RUSS 111Y Intensive Introductory Russian

Credit: 0.75

This course is an introductory language course that emphasizes language proficiency in all four skills: speaking, reading, listening, and writing. After the first year, students will be able to discuss most everyday topics; they will learn essentials of Russian grammar and vocabulary. The course will also introduce students to facts about Russian life, culture, history, and geography. The class will meet nine hours per week: five hours with the master teacher and four hours with the apprentice teacher. Offered every year.

Instructor: Olshanskaya, Staff

RUSS 112Y Intensive Introductory Russian

Credit: 0.75

See course description for RUSS 111Y. RUSS 112Y will meet seven hours per week: four hours with the master teacher and three hours with the apprentice teacher. Prerequisite: RUSS 111Y, the equivalent, or permission of the instructor. Offered every year.

Instructor: Olshanskaya, Staff

RUSS 213Y Intermediate Russian

Credit: 0.5

In this course, students continue the study of the language, concentrating on the development of oral communication and writing skills. Work for the course will involve regular study of new vocabulary, extensive reading, and writing. In class, we will review some important aspects of grammar, focusing on communication within a variety of contexts. The skills of listening and comprehension, speaking, and participating in discussion will be further developed. Students will be introduced to more facts about Russian culture. They will read excerpts from Russian literature and learn some poetry. The class meets three times a week with the master teacher and twice a week with the apprentice teacher. Attendance at Russian Table is required. Prerequisite: RUSS 111Y-112Y or equivalent. Offered every year.

Instructor: Olshanskaya, Staff

RUSS 214Y Intermediate Russian

Credit: 0.5

This course is a continuation of the first semester of Intermediate Russian. Please see the description of RUSS 213Y. Prerequisite: RUSS 111Y-112Y or equivalent.

Instructor: Olshanskaya, Staff

RUSS 321 Advanced Russian

Credit: 0.5

This course provides beginning advanced students of Russian the opportunity to continue their study of the language, concentrating on the development of the four skills: reading, writing, speaking and listening. To strengthen their writing, students will be required to write several essays during the course of the semester. Work for the course will involve regular study of new vocabulary, reading a variety of texts, and writing essays. A main focus of this course is communication within a variety of contexts while trying to enhance listening, reading comprehension, and oral proficiency. One additional practice session, conducted by an apprentice teacher, may be required. Prerequisite: RUSS 213Y-214Y or permission of instructor. This course can be repeated for credit with a change of teaching materials. In such a case, permission of the instructor is required. Offered every year.

RUSS 322 Advanced Russian Language and Literature

Credit: 0.5

This course is designed to provide advanced students the opportunity to refine and increase their abilities to write, read, and speak Russian. Students will review grammatical structures and work on developing their written and oral proficiency. Readings and class discussions will center on cultural and literary material, Russian print media, and occasional films. A strong emphasis will be placed on a comprehensive grammar review, with special attention to typical topics of difficulty. One additional fifty-minute practice session, conducted by an apprentice teacher, may be required. Prerequisite: RUSS 213Y-214Y. This course can be repeated for credit with a change of teaching materials. In such a case, permission of the instructor is required. Offered every year.

RUSS 340 Russian Culture through Film

Credit: 0.5

This course provides an overview of the most significant trends and periods in the development of Russian cinema, and introduces students to main cinematic genres and styles. It will concentrate on three major aspects of cinema as an essential part of Russian culture: (1) cinema as art: major directors and productions; (2) myths of the nation: politics and history in Russian cinema; and (3) self and the other: gender, race, ethnicity. New trends in Russian culture will also be considered. No prerequisites. The course will be taught in English. Normally offered every three years.

Instructor: Olshanskaya

RUSS 350 Survey of Russian Literature

Credit: 0.5

The central aim of this course is to introduce students to classic and modern works in prose and poetry of nineteenth- and twentieth-century Russian literature, and to develop their ability to discuss and analyze various genres and individual styles. Lectures and discussions will focus on works by Pushkin, Gogol, Dostoevsky, Tolstoy, Chekhov, Pasternak, Nabokov, Solzhenitsyn, and others. While our emphasis will be on close readings and analysis of individual texts, we will pay special attention to the development of realist aesthetics and to the special role played by literature in Russian, Soviet, and post-Soviet society. Though centered on the novel, this course examines various genres and their boundaries: short story, drama, and film. No prerequisite. The course will be conducted in English. Normally offered every three years.

Instructor: Olshanskaya, Staff

RUSS 352 Russian Twentieth-Century Literature

Credit: 0.5

This course introduces students to twentieth-century Russian literature. Lectures and discussions will focus on works by Chekhov, Zamyatin, Gorky, Nabokov, Bunin, Pasternak, and Solzhenitsyn, among others. While our emphasis will be on close readings and analysis of individual texts, we will pay special attention to the artistic conflict resulting from the imposition by the Soviet government of socialist realism. This course examines various genres and their boundaries: novel, drama, and short story. No prerequisite. The course will be conducted in English. Normally offered every other year.

Instructor: Olshanskaya, Staff

RUSS 354 Masterpieces of Russian Nineteenth-Century Literature

Credit: 0.5

The aim of this course is to introduce students to major literary movements and cultural institutions of nineteenth-century Russia through works which are recognized as the "canon" in Russian literature. The course will be devoted to readings, discussions, and close analysis of selected texts by major Russian writers (Pushkin, Gogol, Dostoyevsky, Tolstoy, Turgenev, Chekhov). An important aspect of the course will be a comparative study of cross-cultural interpretations of the masterpieces of Russian literature on film. No prerequisites. Normally offered every other year.

RUSS 493 Individual Study

Credit: 0.25-0.5

See description for MLL 493.

Spanish Courses

SPAN 111Y Intensive Introductory Spanish

Credit: 0.75

This first half of a year-long course is for students who are beginning the study of Spanish or who have had only minimal exposure to the language. The course offers the equivalent of conventional beginning and intermediate language study. The first semester's work comprises an introduction to Spanish as a spoken and written language. The work includes practice, in both master teacher classes and scheduled drill sessions with an apprentice teacher, in understanding and using the spoken language. Written exercises and elementary reading materials serve to reinforce communicative skills, build vocabulary, and enhance discussion. Offered every year.

SPAN 112Y Intensive Introductory Spanish

Credit: 0.75

This second half of a year-long course is a continuation of SPAN 111Y. The second semester consists of a rapid review and continued study of the fundamentals of Spanish, while incorporating literary and cultural materials to develop techniques of reading, cultural awareness, and mastery of the spoken and written language. The work includes practice, in both master teacher classes and scheduled drill sessions with an apprentice teacher, in understanding and using the spoken language. Written exercises and elementary reading materials serve to reinforce communicative skills, build vocabulary, and enhance discussion. Offered every year.

SPAN 213Y Conversation and Composition

Credit: 0.5

This first half of the year-long intermediate-level language course is designed for students who are interested in developing their ability to speak, read, write, and understand Spanish. A comprehensive grammar review is included. The texts chosen for the course serve as a general introduction to Hispanic culture and literature. Short articles from the Hispanic press and Spanish-language magazines, language software, and a video series of images from Spanish-speaking cultures are among the materials on which class activities may be centered. One additional fifty-minute practice session per week, conducted by a native assistant, will be required. Prerequisite: SPAN 111Y-112Y or equivalent. Offered every year.

SPAN 214Y Conversation and Composition

Credit: 0.5

This course is a continuation of the first semester of Conversation and Composition. Please see the description of SPAN 213Y. Prerequisite: SPAN 111Y-112Y or equivalent. Offered every year.

SPAN 321 Advanced Grammar, Conversation, and Composition

Credit: 0.5

This course is designed to give advanced students the opportunity to refine and increase their abilities to write, read, and speak Spanish. The course will have a strong emphasis on oral proficiency. Cultural and literary readings, writing software, and selected Spanish-language films are among the materials on which class discussion and assignments may be centered. A grammar review, focused mainly on typical areas of difficulty, will be included. Prerequisite: SPAN 213Y-214Y or equivalent. Offered every year.

SPAN 321Y Advanced Grammar, Conversation, and Composition

Credit: 0.5

This course is designed to give advanced students the opportunity to refine and increase their abilities to write, read, and speak Spanish. The course will have a strong emphasis on oral proficiency. Cultural and literary readings, writing software, and selected Spanish-language films are among the materials on which class discussion and assignments may be centered. A grammar review, focused mainly on typical areas of difficulty, will be included. Prerequisite: SPAN 213Y-214Y or equivalent. Offered every year.

SPAN 322Y Advanced Grammar, Conversation, and Composition

Credit: 0.5

This course is a continuation of Advanced Grammar, Conversation and Composition. Please see the description for SPAN 321Y. Prerequisite: SPAN 213Y-214Y or equivalent. Offered every year.

SPAN 323 Introduction to Spanish Literature

Credit: 0.5

SPAN 323Y Introduction to Spanish Literature

Credit: 0.5

This is the first half of a two-semester foundational survey of the literature of Spain from its early manifestations to the present. In the first semster, students read selections from major works of different time periods and literary genres. Brief prose pieces providing social

and cultural contexts are also included. Fundamental concepts of literary theory and techniques of literary analysis are discussed as well. Readings and class are conducted in Spanish. This course is recommended for Spanish and international studies majors. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every other year.

Instructor: Landry, Metzler

SPAN 324 Introduction to Spanish Literature

Credit: 0.5

This is a foundational survey of the literature of Spain from its early manifestations to the present. Students read both selections and several representative works of different time periods and literary genres, gain insight into significant socio-historical transformations, and acquire knowledge of literary theory and techniques of analysis in Spanish. Readings and class are conducted in Spanish. This course is recommended for Spanish and international studies majors. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every other year.

Instructor: Landry,Metzler,Hartnett

SPAN 325 Introduction to Spanish-American Literature

Credit: 0.5

This is a foundational survey of Spanish American Literature from its pre-Hispanic manifestations to the present. The course covers major historical periods and literary movements, including the narrative of discovery and conquest, Renaissance and Baroque poetry, and the literatures of Romanticism, Modernism, the avant-gardes, the Boom, and postmodernity. Fundamental concepts of literary theory and techniques of literary analysis are discussed. Historical readings, critical essays, and films provide the background for textual analysis. The course is recommended for Spanish and international studies majors. Prerequisite: SPAN 321Y-322Y, appropriate score on placement exam, or instructor's permission. Normally offered every other year.

SPAN 326 Intro to Spanish American Lit

Credit: 0.5

SPAN 328 Hispanic Culture and Literatures: Methodologies and Analysis

Credit: 0.5

This course is an introduction to close textual analysis and methodologies for the study of master works of literature, culture, and film from the Hispanic world. It will prepare students for more advanced work in the major through the practice of research methodologies such as composing annotated bibliographies, conducting library searches, and employing academic writing styles. Class will be conducted in Spanish. This course is recommended for majors in Spanish and international studies. Prerequisite: SPAN 321Y-322Y or permission of instructor. Normally offered every three years.

SPAN 335 Literature and Popular Culture in Spanish America

Credit: 0.5

One of the features of the most exciting and innovative Spanish-American literature is that it seeks to speak directly through and with popular culture. This course has as its focus precisely this relationship. Topics that may be covered include the ties between witchcraft and sexuality, literary appropriations of different musical genres (*Son*, *Tango*, *Nueva Canción*, or *Salsa*), and testimonial literature and legends. Special attention may also be paid to the cultures created by the three major revolutions from the region; Mexico (1910), Cuba (1959), and Nicaragua (1979). Writers and artists may include Rubén Blades, Ana Castillo, Sandra Cisneros, Rosario Ferré, Juan Gelman, Nicolás Guillén, Pedro Lemebel, Carlos Monsiváis, Elena Poniatowksa, and Silvio Rodríguez. Selected films, compact discs, and multimedia will be part of class materials. The course is recommended for Spanish and international studies majors. Prerequisite: any Spanish course above 321Y-322Y or permission of the instructor. Normally offered every three years.

SPAN 337 Literature and Popular Culture in Spain

Credit: 0.5

This is an introductory-level literature and culture course whose aim is to explore the relationship between artistic expression and popular culture in Spain from the period of the "Transition" (between the Franco dictatorship and democracy) up to the present. Bringing into focus an array of cultural artifacts from literature, film, music, and the visual arts, the course looks at complexly rendered depictions of the cultural "other" often marginalized due to ethnicity, gender, class, profession, ideology, or language. Among the "others" to be considered are gypsies, flamenco performers, immigrants, working-class women, homosexuals, "toreros," delinquents, law-enforcement officials, and residents of the political and linguistic periphery. Among the cultural artifacts to be considered are films by Jaime Chávarri, Montxo Armendáriz, Carlos Saura, and Julio Médem; the TV program *Cuéntame cómo pasó*; musical compositions by Camarón de la Isla, "Ketama," "Radio Tarifa," and "Martirio"; illustrated anti-taurine essays by Manuel Vincent/Ops; and short fiction by Ignacio Martínez de Pisón and Lorenzo Silva. Our discussions, and paper assignments for the course, will draw on ideas from the field of cultural studies. With the exception of some background readings, all work for the course is in Spanish. Prerequisite: completion of SPAN 321 or an appropriate score on Kenyon's placement exam. The course will not generally be open to students who have taken a literature course numbered above 335.

Instructor: Metzler

SPAN 338 Survey of Contemporary Spanish-American Fiction

Credit: 0.5

This course is an introductory overview of contemporary Spanish-American narrative. It will review different types of narrative, such as the short novel, the short story, and the chronicle. In order to represent the regional diversity of Latin America, the course will examine both canonical and non-canonical works of fiction produced in Mexico and Central America, the Caribbean, the Andes, and the Southern Cone. Different trends in Latin American literature of the twentieth century will be discussed, including modernism and postmodernism, the avant-garde, magic realism, and fantastic and detective fiction. Special attention will be given to the connection between literary and non-literary narrative texts, such as those produced by journalists. The course is recommended for Spanish or international studies majors. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

SPAN 340 Latin American Cinema

Credit: 0.5

The course studies a significant, provocative selection of films from Latin America. This cultural production, despite its lack of international visibility until recently, has a long and complex history that merits consideration. In class, students will be given the opportunity to see the present-day region and the forces that have shaped it through images generated from within its cultures. They will be exposed to an art that is revolutionary because of its form and the ways

in which it challenges the cinematic methods and styles of creation that characterize Hollywood's cultural industry. It uses as a theoretical basis a range of cultural, gender, ethnic, queer, and postcolonial perspectives as they apply to cinema. It considers films directed by "El Indio" Fernandez, Buñuel, Birri, Gutiérrez Alea, Rocha, Sanjinés, Ledouc, Lombardi, Subiela, Gaviria, Bemberg, Salles, and Cuarón, among others. Class is conducted in Spanish. This course is recommended for majors in Spanish as well as international studies. Prerequisites: SPAN 321Y-322Y or the equivalent. Normally offered every three years.

SPAN 343 *Don Quijote*

Credit: 0.5

This course offers a close reading of the *Quijote* with particular emphasis on Cervantes' contribution to the novel form, the comic hero and the anti-hero, the interplay of fiction and history, and the confusion of appearance and reality. The novel will be studied in its social and historical context. Prerequisite: 1 unit of Spanish or Spanish-American literature or permission of instructor.

SPAN 344 Contemporary Spanish-American Short Stories

Credit: 0.5

This course presents an overview of the Spanish-American short story from 1940 to the present. It examines the antecedents of the new Spanish-American narrative, the so-called "Spanish American Boom," and a narrative of the periphery. The national literature of the "boom" will be read with attention to sub-genres such as the fantastic, magic realism, and the marvelous real. It will be shown how these sub-genres are transformed and eventually challenged by an ethnic, feminine, and postmodern narrative, which instead of focusing on the representation of the nation explores other social subjects and forms of cultures. Among the authors included are: Jorge Luis Borges, Juan Rulfo, Julio Cortazar, Carlos Fuentes, García Marquez, Luisa Valenzuela, Isabel Allende, Ana Lydia Vega, Diamela Eltit, Ricardo Piglia, and Elena Pontiatowska Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

SPAN 347 Sex, Science, and the Realist Novel in Spain

Credit: 0.5

Literature and science have enjoyed a fluid relationship for centuries, but in the particular case of the nineteenth century, the novel became a laboratory for understanding both the individual and society. In Spain, writers sought to capture and critique "reality" with new knowledge about the laws governing behavior, and in the process they came to reveal unanticipated truths about the nature of scientific discovery. In particular, sex was on the mind, and in this course we will attempt to understand how and why. Across Europe, groundbreaking, often disquieting schools of thought fueled the popular imagination, from evolutionism to criminology, experimental medicine, and psychoanalysis. Together, in Spanish translation, these writings and related essays on sex will frame our discussions of novels from several of the greatest Spanish realists, including Benito Pérez Galdós, Emilia Pardo Bazán, Jacinto Octavio Picón, and Leopoldo Alas (Clarín). Their representations both disturb and entertain, feeling more like fun-house mirrors than anything else, and thus we will no doubt question the science of such reflections. Our last author will be Miguel de Unamuno, as we look at how this wayward realist and his later novel Niebla (1914) managed to turn the entire enterprise on its head.

SPAN 348 Guerrillas, Drugs, Imagination: Violence and Culture in Contemporary Colombia

Credit: 0.5

Leech has acknowledged that to perceive Colombia "simply as an exporter of cocaine or a perpetrator of terrorism is to completely misunderstand it." Hence, this course firstly addresses the economic and political causes of the violence that has plagued the Latin American country since 1948. After establishing this historical perspective, we focus on relevant cultural productions that represent and challenge contemporary Colombian social reality. The course studies narrative, essay, poetry, theater, and cinema produced throughout the last 50 years in this intriguing country that has been defined as "the scent of an overripe guava." Offered every two to three years.

Instructor: Rodríguez-Núñez

SPAN 353 The Literature of National Experience in Argentina

Credit: 0.5

This course examines the history, culture, and literature of Argentina since the war of independence. Our study proceeds thematically and chronologically, focusing primarily on works that either implicitly of explicitly deal with the theme of nation building. We will examine an array of issues: early nation building, the theme of civilization against barbarism, the loss of the frontier and of innocence, the region's export-oriented agricultural economy, urbanization and industrialization, and dictatorships and revolutions as they are portrayed in a variety of representative works of literature. The course will focus on how particular Argentine communities experienced and responded to these processes. The course will include many of the most celebrated and influential works of Argentine literature. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

Instructor: Sierra

SPAN 354 Spanish-American Poetry Since 1880

Credit: 0.5

This course is designed to introduce students to the literary trends and the poetics that underlie twentieth-century Spanish-American poetry, including those labeled "modernism," "avant-garde," "social poetry," "anti-poetry," and "conversationalism." Through close readings of representative works, the course will examine the representation of nation, class, gender, ethnicity, and sexuality by the practice of these poetics. Some of the authors included are: Martí, Darío, Mistral, Vallejo, Storni, Girondo, Huidobro, Borges, Guillén, Neruda, Lezama Lima, Burgos, Paz, Parra, Cardenal, Castellanos, Benedetti, Varela, Gelman, and Pacheco. Readings and class will be conducted in Spanish. The course is recommended for international studies majors. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

SPAN 355 The Literature of National Experience in Mexico

Credit: 0.5

Using literature, art, and history as the primary sources of exploration, this course examines aesthetic constructions of Mexico from the movement of independence led by Father Miguel Hidalgo y Costilla in 1810 to the present. Through close analysis of the most representative and influential works of Mexican literature and art, the course explores thematically and chronologically an array of issues, including early nation building, the Mexican Revolution, *cuadillismo*, political repression, *machismo*, *malinchismo*, and diverse conceptualizations of national identity. The course will focus on how prominent writers such as Octavio Paz, Carlos Fuentes, Mariano Azuela, Rodolfo Usigli, Elena Poniatowska, Elena Garro, and Sabina Berman, as well as the

"muralistas" Rivera, Siqueiros, and Orozco, have responded to these issues, contributing to the historic myths of the Mexican nation. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

Instructor: Román-Odio

SPAN 359 Literature and Film from the Cuban Revolution

Credit: 0.5

As Burns and Charlip remark, "Perhaps no other event in Latin American history has had the impact of the Cuban Revolution of 1959. It became the model for revolutionary changes throughout Latin America and beyond. It also became a model for U.S. Cold War policy." Naturally, this social process has generated an array of cultural productions during the last five decades, in favor and against, on the island and in the U.S. and other countries, in Spanish and English. This class examines representative works of such cultural production, exploring the representations of different kinds of social subordination in poems, short stories, essays, and films. It considers works by well-known poets like Guillén, García Marruz, and Padilla; short story writers like Piñera, Jorge Cardozo, and Benítez Rojo; essayists like Fernández Retamar, Pérez Firmat, and Campuzano; and filmmakers like Gutiérrez Alea, Solás, and Pérez, among others. The class includes extensive reading on social context and a theoretical perspective informed by postcolonial studies. The class is conducted in Spanish. This course is recommended for majors in Spanish as well as international studies. Prerequisite: SPAN 321Y-322Y, any Spanish or Spanish-American literature course, or permission of the instructor.

Instructor: Hedeen, Rodríguez-Núñez

SPAN 360 The Power of Words: *Testimonios* and Documentary Literature in Spanish America

Credit: 0.5

What is the role of literature in representing reality? This question has been consistently addressed by writers and intellectuals in Spanish America over many decades. The genre can be said to have begun with the accounts of Spaniards arriving in Spanish America, but it was during the 1960s and 1970s when writers used these accounts extensively to address distressing political realities. The social and political turmoil of recent decades, including political violence, human rights violations, and the implementation of equally violent neoliberal policies in the region in the 1990s, have confronted writers with new levels of social engagement in Spanish-American societies. In this class we will study different responses to the question of how *testimonios* and documentary fiction have addressed social issues in Spanish America. In addition, we will review documentary films that enhance our discussion of the genre. We will consider examples of testimonials and documentary fiction from Cuba, Bolivia, Mexico, Chile, and Argentina. The course is recommended for Spanish and international studies majors. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

Instructor: Sierra; Rodríguez-Núñez

SPAN 361 Spanish Literature of the Golden Age

Credit: 0.5

This course invites students to explore some of the great works of literature produced in Spain during the sixteenth and seventeenth centuries. We will read poems by Fray Luis de León, San Juan de la Cruz, Francisco de Quevedo, Sor Marcela de San Félix, and Luis de Góngora; religious prose by Santa Teresa de Jesús; plays by Lope de Vega and Calderón de la Barca; and short novels by Miguel de Cervantes and María de Zayas. Textual analysis will be stressed, but we will also consider the social, economic, and political realities that helped to shape literary and artistic production during this period. This course is recommended for Spanish and international studies major. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

SPAN 369 Queering Spanish American Literature and Film

Credit: 0.5

This course studies the representation of sexualities that confront social norms in Spanish American contemporary literature and cinema. It presents a provocative, captivating selection of poems, novels, short stories, essays, cronicas and films from the region often excluded from canonical accounts. The class also develops a theoretical perspective based on Queer Studies and its practical application to textual and cinematic analysis. Readings and class are conducted in Spanish. Prerequisites: SPAN 321Y-322Y, any Spanish or Spanish-American Literature course, or permission of the instructor. Course especially recommended for Spanish and International Studies majors. Offered every two to three years.

Instructor: Rodríguez-Núñez

SPAN 371 Gender, Identity, and Power in Women's Literature

Credit: 0.5

The artistic discourse of Latin American women has been largely omitted in academic studies, yet the contributions of women's works have been instrumental in shaping and changing our world views. In this course we will examine Latin American women's use of the dimension of gender to produce a critique of their culture and oppressive structures of power. Art, film, and literature will be used as the primary sources of exploration. Recurring themes such as self-knowledge, affirmation of female eroticism, and struggles for social and gender equality will be examined within the framework of the historical and socio-political realities of Latin American societies. Contemporary feminist theories will serve to interpret writing and creative strategies used by these women to produce an experimental language that embodies new human relationships. Among the filmakers, painters, and writers included are: María Luisa Bemberg, María Novara, Frida Kahlo, Remedios Varo, Tilsa Tsuchiya, Julia de Burgos, Claribel Alegría, Luisa Valenzuela, Gioconda Belli, Cristina Perri Rossi, Pia Barros, Elizabeth Subercaseaux, and Diamela Eltit. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

SPAN 373 Spanish Short Story of the Twentieth Century

Credit: 0.5

Students will read, analyze, and interpret selected short stories and works of short fiction by such important twentieth-century writers from Spain as Miguel de Unamuno, Pio Baroja, Azorín, Gabriel Miró, Ramón Gomez de la Serna, Francisco Ayala, Carmen Laforet, Miguel Delibes, Jorge Campos, Javier Marías, Marina Mayoral, Juan José Millas, Ana María Navales, Soledad Puertolas, Esther Tusquets, and Cristina Fernández-Cubas. Close textual analysis will be stressed, and the individual works will be considered in their socio-historical and literary contexts. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

Instructor: Metzler

SPAN 374 Spanish Poetry of the Twentieth Century

Credit: 0.5

The course considers selected poems by such major twentieth-century Spanish poets as Antonio Machado, Juan Ramón Jiménez, Federico

García Lorca, Jorge Guillén, Luis Cernuda, Miguel Hernández, Angela Aymerich, Gloria Fuertes, José Hierro, José Angel Valente, Ana Rossetti, María Victoria Atencia, Vicente Valero, and Luisa Castro. Students will draw on critical, analytical, and interpretive skills in reading, discussing, and writing about the works studied. The poetry will be related to important social and political realities and aesthetic ideas of different periods in twentieth-century Spain. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

Instructor: Metzler

SPAN 375 Spanish-American Essay and the Quest for Decolonization

Credit: 0.5

This course examines the modern and contemporary Spanish-American essay in its defiance of colonialism and neocolonialism. It considers, among others, texts by Bolívar, Bello, Sarmiento, Gómez de Avellaneda, Martí, Rodó, Henríquez Ureña, Mariátegui, Reyes, Ortiz, Paz, Castellanos, Fernández Retamar, and García Márquéz. These works are placed in their social and cultural context by concise and interpretative readings on Latin American history. A theoretical perspective informed by postcolonial studies is used extensively. However, a critique as a metropolitan representation that does not accurately mirror the periphery's social reality is also incorporated. Readings and class are conducted in Spanish. The course is especially recommended for Spanish and international studies majors. Prerequisite: SPAN 321Y-322Y any Spanish or Spanish-American literature course, or permission of the instructor. Normally taught every three years.

Instructor: Hedeen, Rodríguez-Núñez

SPAN 376 Family and Nation in Modern Spanish Film

Credit: 0.5

In 1941, Spaniards saw the debut of a film, *Raza* , based on a novel published pseudonymously by the country's recently installed pro-fascist dictator, Francisco Franco. The film, adapted from the novel by the director Saenz de Heredia, depicts several generations of a conflict-filled Galician familyone strikingly similar to the dictator's own—as they contend with successive Spanish political and social upheavals: the Spanish-American War, the Second Republic, and the Civil War. The film, a mouthpiece of Franco's own socio-political policy, posits a family unit based on values of traditional Catholic piety, the sanctity of motherhood, and allegiance to the Regime. Beginning with *Raza* , this course considers the images of family and of the nation (conjoined or counterpoised, explicitly or implicitly) in selected works of important Spanish filmmakers through the early twenty-first century. Directors include Juan Antonio Bardem, José Luis García Berlanga, Luis Buñuel, Carlos Saura, Basilio Martín Patión, Jorge Grau, Chus Gutierrez, Pedro Almodóvar, Daniela Fejerman, Iciar Bollain, and Alejandro Amenabar. Students will view the films together (one evening per week, outside of class). Class discussion will center on film analysis enabled by a critical text and supplemented by historical and cultural readings. All viewing, reading, writing, and discussion for the course are in Spanish. Please note that some of the films shown will not be available in a version sub-titled in English. The course is especially recommended for Spanish and international studies majors. Prerequisite: SPAN 321Y-322Y any Spanish or Spanish-American literature course, or permission of the instructor. Normally offered every three years.

Instructor: Metzler

SPAN 380 Introduction to Chicana/o Cultural Studies

Credit: 0.5

Chicana/o culture produced in the U.S. is a vast field often underrepresented in undergraduate curricula. Even so, Chicana/os' contributions to literature, visual and public art, music, film, cultural theory, and political activism are among the richest in this nation. This absence is symptomatic of a larger societal reality, namely, a history of cultural and economic oppression, which results in a silencing of this "other" America. This course is an introduction to Chicana/o cultural studies through an examination of Chicana/o history, art, literature, film, music, and cultural theory as sites of opposition to sexist, racist, classist, and homophobic ideologies. A primary goal of the course is to expose students to Chicana/os' identities and critiques from the Mexican American Civil Rights Movements to the present. Chicana/os' debates about immigration, custodial labor, border issues, feminism, race issues, human rights, the environment, queer studies, spirituality, and the occult will be seminal to our discussion. The Mesoamerican concept of nepantla, a Nahuatl word referencing to "the land in the middle," will serve as an anchor since it is fundamental to the notion of "crossing borders" that is at the root of Chicana/o cultural theory and practice. Border crossing, which emerges from the state of being in nepantla, represents Chicano/as' alternative epistemological approach to dominant ideologies. Readings and class discussion will be in English. Students may choose to read and write in Spanish when primary and secondary sources are available. This class counts towards the major in American Studies, International Studies, Women and Gender Studies, Religion, and Spanish Area Studies.

Instructor: Roman-Odio

SPAN 381 Resisting Borders: Contemporary Latino(a) Literature

Credit: 0.5

In this course we will study relevant Latino/a voices in a variety of literary genres, among them essay, poetry, fiction, and theater, with a special emphasis on Mexican-American, Puerto Rican, and Cuban-American literatures, and especially those works that while produced in the United States are written in Spanish. While we will pay close attention to local constructions of identity, we will also look beyond them to focus on how these same representations and constructions are connected to global processes. Prerequisite: SPAN 321Y-322Y or equivalent, or permission of the intructor. Normally offered every three years.

Instructor: Hedeen, Roman-Odio

SPAN 382 From the Empire's Backyard: Literature of the Spanish Caribbean

Credit: 0.5

For García Márquez, the Caribbean is a "hallucinated and hallucinating world where the maddest of illusions end up being true and the other side of reality is discovered." In this class, we will study the writing that such a reality has produced, focusing on contemporary works that represent and challenge colonialism and neocolonialism. We will consider essay, narrative, poetry, and theater by a variety of authors from Cuba, the Dominican Republic, and Puerto Rico. The course will use as a theoretical perspective postcolonial studies and give particular emphasis to concepts like alterity, appropriation, counter-discourse, decolonization, diaspora, ethnicity, and transculturation, among others. Relevant theoretical voices from the region that have created a culture of resistance to the imperial order, and an introduction to the history of the region, will also be incorporated.The course is recom-

mended for Spanish and international studies majors. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

Instructor: Hedeen, Rodríguez-Núñez

SPAN 383 Travel Narratives and Cultural Encounters in Latin America

Credit: 0.5

Travel has recently emerged as a key theme within the humanities and social sciences. The academic disciplines of literature, history, geography, and anthropology have together produced an interdisciplinary criticism which allows for a more comprehensive understanding of travel as an intercultural phenomenon. This class will explore how travel and related forms of displacement are represented in the literature and culture of Latin America. We will review key moments of the global history of travel that have affected local identities in Latin American countries: colonial encounters and imperial expansions (1500-1720) ; the period of exploration and scientific travels outside Europe (1720-1914) ; Modernism and travel (1880-1940) ; and more contemporary experiences of migration and displacement (1940-2000). Since travel accounts can be located in an intricate network of social and cultural tensions, the approach of this class will be interdisciplinary. We will draw our discussions from a wide array of texts (travel journals, fiction, accounts by missionaries, slaves, and immigrants, scientific treatises, poetry, intellectual essays). We will engage in discussion about key topics related to experiences of travel and other forms of displacement in Latin America: travel writing and gender; travel writing and ethnography, cosmopolitanism, diaspora, tourism, migration, and exile. We will study the impact of foreign travelers on Latin American ideas and perceptions of national culture and how the fascination for international travel similarly affected local traditions. This course will be offered every other year.

Instructor: Sierra

SPAN 385 Cities of Lights and Shadows: Urban Experiences in Latin America

Credit: 0.5

This course is a study of how cities are represented in different Latin American cultural manifestations. We will study primarily literary texts, but since the study of cities requires an interdisciplinary approach, our discussions will draw on readings about architecture, urbanism, film, visual arts, popular culture, and music. This class seeks to challenge the idea that Latin America is a rural paradise, given that, as authors such as Luis Restrepo state, 70 percent of the population of Latin America lives in cities. Massive immigration from Latin America to the U.S. and Europe challenges historical divisions of city/country, modernity/primitivism, and development/underdevelopment. We will focus on four representations of urban space in Latin America: the impressionist and futuristic city of the 1920s and 1930s; migration and urban space during the 1950s and 1960s; and, in more contemporary representations, the "massive" city as depicted in urban chronicles and testimonials, and the postnational metropolis. We will review how cities have come to represent social, political, and economic utopias and failed social encounters among their inhabitants. This course will be offered every other year.

Instructor: Sierra

SPAN 388 Literary Translation

Credit: 0.5

This course focuses on both the theoretical and practical aspects of literary translation from Spanish into English. By reading numerous essays on translation, it provides the opportunity to think critically about this cultural practice and to question the imperialist, ethnocentric, and gendered notions that have historically driven it. Much of the class is taught using a workshop format in which this theoretical framework is used to compare original works to translations and to practice the art of translation itself. In addition to weekly writing assignments and the sharing and critiquing of peer work, students complete an extensive literary translation. The course is conducted in Spanish and requires an advanced level of proficiency in that language. Prerequisites: Any Spanish or Spanish-American literature course and permission of instructor.

Instructor: Hedeen

SPAN 396 Literature of the Southern Cone

Credit: 0.5

The aim of this course is to introduce students to the literature of the region known as *Cono Sur* and neighboring countries (Argentina, Bolivia, Chile, Paraguay, and Uruguay). Experiences of ethnic and social diversity shaped the political struggles as they were reflected in the literature and art of this area. Civilization and barbarism, city and country, democracy and authoritarianism are some of the forces that played a decisive role in the literary traditions of these countries. We will discuss how social and political issues reshaped the role writers had in their society and how the notion of literature was redefined in key historical moments. Additional topics will include theories on writing and readership, the detective genre and the theories of the fantastic, gender issues and literary identities, political violence and literature, the politics of memory in post-dictatorial societies, the contrast between the country and the city, experiences of exile, transatlantic narratives and their impact in the national traditions, and the role of ethnic and indigenous minorities in the literary canon. Prerequisite: SPAN 321Y-322Y or equivalent. Normally offered every three years.

Instructor: Sierra

SPAN 493 Individual Study

Credit: 0.5

See description for MLL 493.

SPAN 497Y Senior Honors

Credit: 0.5

SPAN 498Y Senior Honors

Credit: 0.5

Some recently offered special topics include:
Generation of 1898
Baroque Short Fiction
The Origin of Spanish Language and Ltierature
Creative Writing in Spanish

Music

Fine Arts Division

The Department of Music offers several types of study. Each course, whether it results in a student's own performance or in heightened perception of others' performances, is designed to increase the student's sense of the richness and importance of music in the human experience.

The Music Curriculum

MUSC 101 (Basic Musicianship) and MUSC 102 (Introduction to Music History) are considered especially appropriate introductory courses for first-year students or upperclass students new to the department. As the foundation on which the other coursework in the department is built, these courses are required for students considering majors in the department. To facilitate proper placement of entering students, the department administers a music theory exam during orientation.

Students not contemplating a major in music, but having prior experience in music, should also take the placement exam. Those who do not take the exam or wish to develop basic skills should take MUSC 101, which covers the rudiments of music theory and the aural skills needed by practicing musicians. MUSC 102 is designed to provide both an overview of the subject and the requisite skills needed for active, informed listening. All other music courses follow logically from MUSC 101 and 102. Students with Advanced Placement credit should consult the department chair. Student recitals for non-majors will be sponsored by the Department of Music only if the student has taken MUSC 102 (Introduction to Music History).

The experience of creating or re-creating music through musical performance is central to understanding the discipline of music. To this end, the applied music program is structured to allow any student at any level of experience to engage in this type of study. Inherent in this approach is the assumption that an increase in proficiency and skill should be both measurable and continuous. End-of-semester juries and timely advancement to established higher skill levels are two of the methods by which the department seeks to evaluate the progress of individual students. Lessons are offered as follows: Levels I, II, and III: 25 minutes (.13 unit) or 50 minutes (.25 unit); Level IV: 50 minutes (.25 unit) or 100 minutes (.5 unit). Students may earn a total of .5 unit at Level I, at which point they need to advance to Level II in order to continue to receive academic credit. Likewise, students may earn a total of .5 unit at Level II, at which point they need to advance to Level III in order to continue for credit. There is no limit on the aggregate credit available for Levels III and IV.

Whether taken for credit or audit, the lessons involve an additional fee. When such instruction is required for the major or minor, the fee is waived. The department's music lesson coordinator can provide all pertinent information about the programs of studio instruction.

As a corollary to the music lesson program, the department offers ensemble work. The instrumental ensembles call for some degree of proficiency and are usually formed by audition. The Chamber Singers is open only by competitive audition. The Kenyon Community Choir is open to all with a voice-placement audition. Other ensembles include the Symphonic Wind Ensemble; the Kenyon Jazz Ensemble; the Musical Theater/Opera Workshop; the Knox County Symphony; the Early Music Ensemble; the Flute Choir; the Indonesian Gamelan; string, guitar, woodwind, percussion, harp, brass, French horn , and saxophone ensembles; and other groups as determined by student interest. As with lessons, it is best to plan to begin such an activity as early in one's academic career as possible.

Requirements for the Major

The minimum requirement of 5.75 units is distributed as follows:

- Theory: 1.5 units (MUSC 121Y-122Y and MUSC 222)
- History: 1.5 units (MUSC 102 and two of MUSC 202-205)
- Ethnomusicology: .5 unit (MUSC 206)
- Electives: 1.5 units (MUSC 302-331, 391, 392, or additional from MUSC 202-205 and 221)
- Applied Study/Performance: .75 unit (3 semesters of 50-minute lessons) compiled from applied lessons at Level II or above.
- Senior Exercise

Additional requirements: For students whose major instrument is not piano, two semesters of 25-minute piano lessons. (Note: A GPA of 3.33 or higher must be earned each semester for these lessons to meet this requirement.)

Senior Exercise

The Senior Exercise in music consists of two major components: the comprehensive examination and the independent research/performance project.

Comprehensive Examination

The comprehensive examination evaluates student knowledge acquired in both required and elective courses. It is intended to address the three major areas of study within the music major—theory, history, and applied study. The music department faculty will determine and announce the format and schedule of the comprehensive examination during the fall semester of the senior year.

Independent Research/Performance Project

Majors can choose from the following types of independent research/performance projects:

- a music theory or music history research project of substantial length, culminating in a public presentation;
- a composition of at least ten minutes in length, culminating in a public presentation;
- a recital of fifty to sixty minutes in total duration on the major instrument; or
- a lecture-recital of fifty to sixty minutes in total length, combining performance on the major instrument with a research presentation related to the instrument and/or the repertoire being performed.

A substantial written component is required in all independent research/performance projects. For research projects, the results must be presented in a paper of considerable length (approximately thirty to forty pages). For composition projects, students are required to write a twenty-page paper describing the compositional process employed and citing influences of other composers. Students performing a recital are required to complete a ten-page paper presenting research on the composers, the contexts of the pieces, any relevant issues pertaining to historical performance, and/or other appropriate issues. Lecture-recitals must include a twenty-page paper that will serve as a basis for the narrative employed in the performance.

Public presentation is a requirement of all independent research/performance projects. For research projects, this means a department-sponsored public presentation of findings (typically through delivering an abridged version of the full paper). Composition projects, recitals, and lecture-recitals are presented through department-sponsored performances. For final approval, all students must perform/present and pass a preliminary hearing, as specified in the department guidelines, two weeks before the official presentation. Any written components of the independent research/performance projects are due three days before that hearing.

In all cases, the student must determine the type of project, decide on the topic/repertoire, obtain an advisor (in the case of recitals, the student's applied adjunct instructor will be one of two advisors), and submit to the department chair a tentative written proposal by May 1 of the junior year. A final, formal written proposal is due October 1 of the senior year.

The Senior Exercise must be completed, in all respects, by May 1 of the senior year.

Honors

Music majors of particular merit and possessing an interest in focused, independent work may petition the department for permission to undertake a senior honors project. Each honors student works closely with a faculty member on a project of considerable scope. Honors projects in music require a substantial commitment of student and faculty time and effort. Projects are approved on the basis of their scope and depth, their viability and the likelihood of their successful completion, and the qualifications of the student applicant. Students applying for honors must have previous coursework in the proposed area(s) of study. For instance, students proposing an honors project in composition are considered qualified only if they have already taken relevant courses in music theory and composition. Senior Honors is two semesters in duration, with the presentation at the end of the second semester. The completed project is subject to evaluation by the department faculty and an outside expert in the field.

The honors project comprises a second senior-year endeavor, one independent of the applicant's Senior Exercise (and any junior recital). To qualify for honors, applicants must possess (in addition to the minimum College GPA of 3.33) a departmental GPA of 3.33 or higher, and that standard must be maintained throughout the duration of the project.

To have projects considered for honors, music majors must submit a proposal to the chair of the Department of Music no later than May 1 of the junior year. In developing the proposal, students must consult with their advisor and the faculty member most likely to serve as project advisor. The proposal should outline the goals of the project, the steps involved in its production, and the nature of the resulting product as well as the form of its public presentation. Students should also note their qualifications to undertake the proposed project, listing courses completed in relevant areas and any other related projects completed.

Requirements for the Minor

The minimum requirement of 2.875 units is distributed as follows:

- Theory: 1 unit (MUSC 121Y-122Y)
- History: 1 unit (MUSC 102 and one of MUSC 202-205)
- Electives: .5 unit (MUSC 302-331, 391, 392, or additional from MUSC 202-206, 221, and 222)
- Music lessons/performance: .375 unit (3 semesters of 25-minute lessons) compiled from lessons at Level II or above.

A Note on Course Listings

The department's courses are presented below, in three sections. Classroom courses are listed first, followed by ensembles and then music lessons.

Cross-Listed Courses

The following course, paired with a .5 unit Anthropology course, will satisfy the Social Sciences requirement:
MUSC 206 Seminar in Ethnomusicology

Music Courses

MUSC 101 Basic Musicianship

Credit: 0.5

This is an intensive course in the basic materials of music: pitch elements (scales, intervals, chords), time elements (meter, rhythm), and notation. Emphasis is on the development of basic techniques of music-making: sight-singing, ear-training, and keyboard work. Suggested for first-year students or those new to the department. No prerequisite. Offered each semester.

MUSC 102 Introduction to Musical Style

Credit: 0.5

This course provides a concise chronological overview of music from classical antiquity through the twentieth century, selected cultures, and an introduction to the research methods used in the fields of historical musicology and ethnomusicology. Emphasis will be placed on learning to listen analytically to and write about music, and on understanding the role of music within society. Some concert attendance may be required. Readings from primary sources will supplement the basic texts. This course is a prerequisite for upper-level courses offered by the music department. Suggested for first-year students or those new to the department. (Complements the introductory music theory courses, MUSC 101 and MUSC 121Y-122Y). No prerequisite. Offered each semester.

Instructor: Heuchemer, Sanders

MUSC 121Y Music Theory/Ear Training

Credit: 0.5

This course offers a basic investigation of traditional music theory. The first semester, MUSC 121, will focus on diatonic harmony. MUSC 122 will cover extended chromatic harmony. Emphasis will be on writing skills and visual/aural analysis of musical scores. Also included will be an in-depth study of the parameters of music and how these parameters function within a composition. A holistic approach to style is taken, and elements of music are compared with similar principles in the other arts. Student work will include short composition projects. Prerequisite: MUSC 101 and 102 or placement by exam. Offered each fall.

Instructor: Buehrer

MUSC 122Y Music Theory/Ear Training

Credit: 0.5

See course description for MUSC 121Y. Offered every spring.

Instructor: Buehrer

MUSC 202 Medieval and Renaissance

Credit: 0.5

This course is a survey of Western music from antiquity through the turn of the seventeenth century. While the stylistic development of music is central to the course, other issues to be discussed include aesthetics, philosophies, performance practices, and cultural/political influences that significantly affected music. Primary and secondary source readings will be used to augment the basic texts. Prerequisite: MUSC 101 and 102 or placement by exam. Offered every other year.

Instructor: Heuchemer

MUSC 203 Music History: Baroque and Classical

Credit: 0.5

This course is a survey of Western art music from the early seventeenth century through the era of Haydn and Mozart. While the stylistic development of art music is central to the course, questions of aesthetics, philosophy, religion, performance practice, and politics will also be explored. Primary and secondary source readings will be used to augment the basic texts. Prerequisite: MUSC 101 (or placement by exam) and MUSC 102. Offered every other year.

Instructor: Sanders

MUSC 204 Music History: Nineteenth Century

Credit: 0.5

This course is a survey of Western music from Beethoven to the end of the nineteenth century. While the stylistic development of art music is central to the course, questions of aesthetics, philosophy, performance practice, and politics will also be explored. Primary and secondary source readings will be used to augment the basic text. Prerequisite: MUSC 101 (or placement by exam) and MUSC 102. Offered every other year.

Instructor: Sanders

MUSC 205 Music History: Twentieth Century

Credit: 0.5

This course is a survey of major trends of twentieth-century Western art music, from Mahler's late Romanticism and Debussy's rejections of classical rules to today's musical eclecticism. While the stylistic development of music is central to the course, other issues to be discussed include aesthetics, philosophy, performance practice, and cultural/political influences that significantly affected music. Primary and secondary source readings will be used to augment the basic text. Prerequisite: MUSC 101 (or placement by exam) and MUSC 102. MUSC 121Y-122Y recommended. Offered every other year.

Instructor: Heuchemer

MUSC 206 Seminar in Ethnomusicology

Credit: 0.5

This course is an investigation of the issues, methods and history of the discipline of ethnomusicology. The focus in this course will be on case studies drawn from different music genres and areas of the world that illustrate the complexities of considering music in its cultural contexts. Student work will involve close listening, engagement with cultural theory and practical fieldwork exercises, and will culminate in an individual field research project on a topic related to the course. Prerequisite: MUSC 102 or ANTH 113. Offered three out of four years.

Instructor: Mendonça

MUSC 221 Eighteenth-Century Counterpoint

Credit: 0.5

This course presents a study of the compositional techniques and style of late Baroque contrapuntal forms and procedures, such as the dance suite, canon, invention, fugue, variation forms, and choral prelude. Students will learn the eighteenth-century style through a rigorous combination of analytical score study, listening, and composition assignments. Prerequisite: MUSC 102 and 122Y (102 may be taken concurrently). Offered every other year.

Instructor: Buehrer

MUSC 222 Musical Structure and Analysis

Credit: 0.5

This course presents a study of musical forms and compositional techniques from ancient times to the present. Smaller sectional forms will include binary (simple and rounded), ternary (simple and compound), and strophic. Larger forms will include rondo, variations (continuous and sectional), sonata-allegro, sonata-rondo, and through-composed. Concurrent to this study of musical forms will be an investigation into the compositional applications of common-practice harmony (pre-1900) and various approaches to musical organization post-1900. Students will engage these topics through detailed study of existing pieces, the application of common analytical techniques, and composition. A holistic approach to music will be taken, and comparisons with other arts and sciences will be investigated. Prerequisite: MUSC 122Y and 102. Offered every fall.

Instructor: Buehrer, Malawey

MUSC 302D History of Jazz

Credit: 0.5

The most fascinating thing about jazz is its vitality. Jazz remains today what it has been since its inception: an art form of intense personal expression in the context of collaborative improvisation. This course is a social and stylistic investigation of the history of jazz, from its African-American origins up to the present. Progressing chronologically, students will investigate through a variety of sources the main jazz styles and musicians and their development and influence upon the jazz scene. Prerequisite: MUSC 101 (or placement by exam) and either 102 or 103. Declared American studies majors may enroll in this course with only MUSC 101 as prerequisite, though 102 is recommended. Offered every other year. This course is the same as AMST 302D, listed in the American Studies Program.

Instructor: Buehrer

MUSC 303 Women and Music

Credit: 0.5

This course will focus on issues concerning women in classical and popular Western music. Taking a topical approach, we will explore how gender in musical contexts interfaces with class, race, and sexuality, and we will also investigate gender issues that have affected women's participation in musical life, such as the musical canon, gendered musical discourse, and gender stereotypes. We will further examine women's roles as composers, teachers, performers, and scholars. Prerequisite: MUSC 101 and 102 or placement by exam. Declared majors and concentrators in the Women's and Gender and Studies Program may enroll with no prerequisites, though MUSC 101 and 102 are recommended. Offered every other year.

Instructor: Malawey

MUSC 304 Cover Songs

Credit: 0.5

In this course we will examine cover versions of previously recorded songs and how the intersection of gender, sexuality, race, class, and genre through changing socio-historical and cultural contexts can shape different meanings in the songs. Most essential to this course will be the exploration of how artists covering other peoples songs can emulate, pay homage to, comment upon, subvert meanings of, and create parodies of previously recorded works. Part of this endeavor will involve an investigation into meanings around the concept of authenticity and its role in music criticism. Emphasis will be placed on the application of musical analysis and transcription to aid the understanding of musical processes at play in various cover songs. Prerequisites: MUSC 101 and 102. Offered every 2-3 years.

Instructor: Malawey

MUSC 306 Music History: J.S. Bach

Credit: 0.5

This course is a chronological exploration of the life and music of Johann Sebastian Bach. It draws upon the most recent scholarship and, to the extent possible, upon primary source documents. The student will gain an understanding of the world in which Bach lived and a familiarity with the background, structure, and significance of his most important works. Prerequisite: one of MUSC 202, 203, 204, or 205. Offered every two to three years.

Instructor: Sanders

MUSC 307 Ludwig van Beethoven

Credit: 0.5

This course is a chronological exploration of the life and music of Ludwig van Beethoven. Through the study of primary sources and recent scholarship, the student will gain an understanding of Beethoven, the world in which he lived, and the background, structure, and significance of his most important works. Prerequisites: MUSC 202, 203, 204, or 205. Offered every two or three years.

MUSC 309 History of Opera

Credit: 0.5

This course will trace the development of opera from its origins in the sixteenth century through the important works of the twentieth century. Representative operas from the various periods in Italy, France, Germany, Eastern Europe, and America will be studied in order to gain an understanding of the stylistic development of the genre and the musical, literary, philosophical, aesthetic, and political forces that shaped it. Prerequisite: MUSC 101 (or placement by exam) and MUSC 102. Offered every two to three years.

Instructor: Sanders

MUSC 310D Music, Human Rights and Cultural Rights

Credit: 0.5

Music is deeply embedded in many forms of individual and cultural identity. This upper-level seminar examines the relationship of music to notions of cultural rights and human rights. Using case studies from a variety of music cultures, we will explore topics such as music censorship, music and warfare, music and disability, and music and AIDS awareness, among others. Engaging with literature from ethnomusicology, anthropology, and other social sciences we will explore the following questions: What roles does music and related forms of expressive culture play in notions of human rights? Who owns music? Who has the right to transform music? What are the artistic, political, and economic reasons for these transformations? What are their implications? What constitutes a cultural-rights violation? What role, if any, should regulatory agencies have with regard to monitoring cultural rights? Prerequisites: permission of instructorand any one of ANTH 113, MUSC 102, or MUSC 103.

Instructor: Mendonca

MUSC 321 Jazz Theory and Arranging

Credit: 0.5

In this course, students will study the basics of jazz nomenclature, harmony, and voice-leading and their application to writing arrangements for instrumental jazz combos of up to five horns and rhythm section or vocal jazz ensembles. Rhythmic, formal, textural, and other parameters will be studied as well, and comparisons will be made to Western "classical" theoretical conventions to highlight similarities and differences between the two genres. Students will learn to write idiomatically for common jazz instruments and will study appropriate recorded examples. In addition, there will be an ear-training component to the course, and students will frequently be expected to practice theoretical concepts on their instruments. Prerequisite: MUSC 122Y. Offered every two to three years.

Instructor: Buehrer

MUSC 322 Composition

Credit: 0.5

This course offers regular individual and class instruction in the craft of composition. Students will employ traditional formal structures as well as other twentieth-century compositional techniques, and will be encouraged to explore both the tonal and atonal melodic/harmonic languages in their compositions. Periodically, students' work will be presented and discussed during class time. Attendance at a few concerts in Columbus and/or Cleveland will be required.Prerequisite: MUSC 122 and 102. Offered every two to three years.

Instructor: Buehrer, Malawey

MUSC 324 Introduction to Music Technology

Credit: 0.5

This course will investigate the ways in which computers and MIDI (Musical Instrument Digital Interface) technology may be used in the field of music today. Beginning with an introduction to the physics of sound and an historical overview of electronic music, the course will provide students with an understanding of basic sound production and how recent advances in music technology fit into the larger context of electronic music experimentation in the twentieth century. The bulk of the course will focus on modern music technology and its use, the basics of MIDI, music notation software (such as Sibelius), sequencing software (such as Logic or Pro Tools), multimedia authoring (Max/Msp), audio editing (such as Peak), and the instruments commonly used with desktop MIDI workstations, such as synthesizers and digital samplers. Prerequisite: MUSC 101 and 102 (may be taken concurrently). Offered every two to three years.

Instructor: Buehrer

MUSC 331 Conducting

Credit: 0.5

This course is designed primarily for music majors to prepare them for the specific problems and issues that confront the instrumental and/or choral conductor. The class will focus on developing conducting techniques in the individual student in laboratory situations and perhaps public performance. In addition, students will do extensive

reading in the philosophy of conducting and performance. One aim is to synthesize their knowledge of music history and music theory in the presentation of their ideas. Prerequisite: one course numbered from MUSC 202 to MUSC 205, along with MUSC 121 and permission of instructor. Offered every other year.

Instructor: Locke

MUSC 397 Junior Honors Project

Credit: 0.5

MUSC 398 Junior Honors Project

Credit: 0.5

MUSC 493 Individual Study

Credit: 0.25-0.5

Individual study is available to junior or senior music majors wishing to explore, with a music department faculty member, a topic not normally offered in the curriculum. Typically, the student proposes the topic to the faculty member, who then brings the proposal before the department for approval. The department will discuss the feasibility of any proposal. Individual studies supplement the music curriculum and may not usually be used to satisfy major requirements. Most individual studies will earn .25 unit of credit, although some may earn .5 unit. After identifying a faculty member willing to oversee the individual study, the student should work with that professor to develop a short (one-page) proposal that will be shared with the department for approval. The proposal should articulate the nature of the proposed study; present planned readings, assignments, and other work; and describe how or what in the proposed study will be assessed at the end of the semester. Meetings schedules may vary, but at a minimum the department expects that students will meet once per week with the faculty member.

MUSC 497Y Senior Honors Project

Credit: 0.5

Prerequisite: permission of department chair.

MUSC 498Y Senior Honors Project

Credit: 0.5

Prerequisite: permission of department chair.

MUSC 471 Kenyon Community Choir

Credit: 0.25

The Kenyon Community Choir is a large chorus designed to perform literature for chorus and orchestra (or piano accompaniment). Sacred and secular works from the baroque period to the present will be performed at concerts and college functions. Membership is open to students, faculty, staff, and other community members. Those who formally enroll should expect to meet requirements beyond the regular weekly rehearsals. Prerequisite: a voice-placement audition and permission of instructor.

Instructor: Locke

MUSC 472 Knox County Symphony

Credit: 0.13-0.25

The Knox County Symphony is a community-based orchestra that performs three to four times per year, including one combined concert with the Kenyon choirs. Literature includes the standard symphonic and concerto repertoire. Enrollment is limited depending on the needs of the orchestra; therefore a competitive seating audition is required. Prerequisite: permission of instructor.

Instructor: Locke

MUSC 473 Kenyon College Chamber Singers

Credit: 0.25

The Kenyon College Chamber Singers is a small choir devoted to the literature for chamber ensemble, both a cappella and accompanied. The class meets five hours per week. Members are required to make concerts and the spring tour a priority. The course may be repeated. Prerequisites: a voice-placement audition and permission of instructor.

Instructor: Locke

MUSC 474 Kenyon College Chamber Singers

Credit: 0.25

The Kenyon College Chamber Singers is a small choir devoted to the literature for chamber ensemble, both a cappella and accompanied. The class meets five hours per week. Members are required to make concerts and the spring tour a priority. Prerequisite: a voice-placement audition and permission of instructor.

Instructor: Locke

MUSC 475 Flute Choir

Credit: 0.13-0.25

This course is open to all qualified flutists upon audition. Special emphasis will be placed on aspects of ensemble playing, intonation, phrasing, and style. One performance will be given each semester. (Not offered every semester.) Prerequisite: permission of instructor.

Instructor: Stimson

MUSC 476 Woodwind Chamber Ensemble

Credit: 0.13-0.25

This ensemble is open to students with sufficient ability to play chamber music for winds.One performance will be given each semester. (Not offered every semester.) Prerequisite: permission of instructor.

Instructor: Marshall, Sorton

MUSC 477 String Chamber Ensemble

Credit: 0.13-0.25

This ensemble is open to students with sufficient ability to play chamber music for strings. It is also open to keyboard players. One performance will be given each semester. (Not offered every semester.) Prerequisite: permission of instructor.

Instructor: Biava

MUSC 478 Guitar Ensemble

Credit: 0.13-0.25

This ensemble is open to all qualified guitarists upon audition. The repertoire will consist of selections encompassing a variety of styles and periods of music. One performance will be given each semester. (Not offered every semester.) Prerequisite: permission of instructor.

Instructor: Cox

MUSC 479 Symphonic Wind Ensemble

Credit: 0.13-0.25

This ensemble, involving the standard concert band instrumentation (woodwinds, brass, and percussion), rehearses and performs a variety of music from the wind ensemble repertoire, including works for smaller chamber-style ensembles. There will be at least one performance per semester. Prerequisite: section-placement audition and permission of instructor.

Instructor: Heuchemer

MUSC 480 Instrumental Jazz Ensemble

Credit: 0.13-0.25

This course offers study of improvisational techniques, jazz, and jazz fusion from the early 1900s to the present. Application is toward individual style and ensemble performance. Work will include reading of lead sheets, transposition, and playing by ear. One or two concerts per semester will be given, with the strong possibility of other performance opportunities and possible inclusion of original works. Prerequisite: permission of instructor.

Instructor: Buehrer

MUSC 481 Early Music Ensemble

Credit: 0.25

The Early Music Ensemble performs music of the Middle Ages, Renaissance, and Baroque using modern instruments as well as replicas of historical instruments. Performance practice issues will be explored through an examination of surviving primary sources as well as a select number of high-quality secondary sources which focus on historical performance techniques. (Not offered every year.) Prerequisite: ability to read music fluently and permission of instructor.

Instructor: Heuchemer

MUSC 482 Percussion Ensemble

Credit: 0.13-0.25

The Percussion Ensemble provides an opportunity for students to perform in a variety of musical styles on traditional and contemporary percussion instruments. The ensemble presents a concert every semester. The ensemble is open to all Kenyon students and community members and may require an audition. (Not offered every semester.) Prerequisite: permission of instructor.

Instructor: C. Dachtyl

MUSC 483 Musical Theater and Opera Workshop

Credit: 0.13-0.25

Musical Theater and Opera Workshop is a performance class in which students sing, dance, act, and assist in the technical aspects of musical theater and operatic scenes and/or full productions each semester. Participation is open to students, faculty, staff, and other community members. Those who enroll should expect extra rehearsal time before performances. Prerequisite: audition and permission of the instructor.

Instructor: Dye

MUSC 484 French Horn Ensemble

Credit: 0.13-0.25

This course is open to horn players qualified to perform chamber music. Auditions may be required. The class will explore all periods of music with emphasis on style, technique, and ensemble blending. An end-of-the semester performance will be expected. (Not offered every semester.) Prerequisite: permission of instructor.

Instructor: McCann

MUSC 485 Asian Music Ensemble

Credit: 0.25

This course provides ongoing study of the music of the Sundanese gamelan degung, a traditional ensemble incorporating different types of tuned bronze percussion, drums, flutes, and vocals. Students will be introduced to basic and advanced instrumental techniques for several individual gamelan instruments and receive coaching in musicianship and ensemble skills. The focus will be on traditional styles and conventional repertories. Each semester will culminate in one public performance. No previous musical experience is required. This course can be used to satisfy requirements in anthropology as well as music. Prerequisite: permission of instructor.

Instructor: Mendonça

MUSC 486 Harp Ensemble

Credit: 0.13-0.25

This ensemble is open to students with sufficient ability to play harp. (Not offered every semester.) Prerequisite: permission of instructor.

Instructor: Thompson

MUSC 487 Saxophone Ensemble

Credit: 0.13-0.25

The Saxophone Ensemble is open to all qualified students. There is one performance per semester. Prerequisite: permission of the instructor.

Instructor: Marshall

Music Lessons

MUSC 140 Level-I Harpsichord or Organ

Credit: 0.13-0.25

This course is an introduction to the technique and literature of the harpsichord or organ. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 141 Level-I Piano

Credit: 0.13-0.25

This course is an introduction to basic piano technique: how to practice, sight-reading, relaxation, and memorization. Works studied will be representative of the Baroque, classical, Romantic, and modern periods. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: attendance at a one-time placement interview and permission of applied music coordinator.

MUSC 142 Level-I Harp

Credit: 0.13-0.25

This course is an introduction to harp technique and literature. Possible avenues of study include classical, folk, and popular music, as well as improvisation. An instrument will be available for instruction and practice time. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 143 Level-I Voice

Credit: 0.13-0.25

This course is an introduction to basic vocal technique. Work will be based on the needs of the individual student. The repertoire includes folk and popular tunes as well as classical selections. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: attendance at a one-time placement interview, ability to match pitch, and permission of applied music coordinator.

MUSC 144 Level-I Recorder

Credit: 0.13-0.25

This course is an introduction to basic recorder technique. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 145 Level-I Woodwinds
Credit: 0.13-0.25
This course is an introduction to basic woodwind technique. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 146 Level-I Percussion
Credit: 0.13-0.25
This course is an introduction to basic percussion technique. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 147 Level-I Brass
Credit: 0.13-0.25
This course offers study of one of the orchestral brass instruments. Work will be based on the needs of the individual student. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 148 Level-I Guitar
Credit: 0.13-0.25
This course is an introduction to guitar technique and literature. Classical, rock/folk, acoustic pop, and jazz are possible avenues of study. An acoustic, classical, or electric guitar is acceptable for instruction. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: attendance at a one-time placement interview and permission of applied music coordinator.

MUSC 149 Level-I Strings
Credit: 0.13-0.25
This course offers study of one of the orchestral strings. Work will be based on the needs of the individual student. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: permission of applied music coordinator.

MUSC 240 Level-II Harpsichord or Organ
Credit: 0.13-0.25
Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level.Prerequisite: MUSC 140 and permission of applied music coordinator.

MUSC 241 Level-II Piano
Credit: 0.13-0.25
The course will cover representative works from all periods and emphasize practice methods, sight-reading and memorization techniques, and expression and interpretation. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 141 and permission of applied music coordinator.

MUSC 242 Level-II Harp
Credit: 0.13-0.25
Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 142 and permission of applied music coordinator.

MUSC 243 Level-II Voice
Credit: 0.13-0.25
This course offers a continuation of flexibility and range development and includes a required music jury performance. Problems of stage deportment and interpretation are considered. A fee is charged.A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 143 and permission of applied music coordinator.

MUSC 244 Level II-Recorder
Credit: 0.13-0.25
This course will consider representative sonatas and suites of the seventeenth and eighteenth centuries, as well as historical sources of recorder technique from the sixteenth to the middle of the eighteenth centuries. Simple figured bass is used. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 144 and permission of applied music coordinator.

MUSC 245 Level-II Woodwinds
Credit: 0.13-0.25
Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 145 and permission of applied music coordinator.

MUSC 246 Level-II Percussion
Credit: 0.13-0.25
This course is a continuation of snare-drum technical studies with application to orchestral and concert band music, rudimental solos, advanced drum-set styles for jazz-rock applications, and chart reading for big band and show drumming. Music majors: This course presents an introduction to keyboard percussion and timpani, as well as orchestral techniques for various trap-percussion instruments. Performance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 146 and permission of applied music coordinator.

MUSC 247 Level-II Brass
Credit: 0.13-0.25
Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 147 and permission of applied music coordinator.

MUSC 248 Level-II Guitar
Credit: 0.13-0.25
Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 148 and permission of applied music coordinator.

MUSC 249 Level-II Strings
Credit: 0.13-0.25
Work will be based on the needs of the individual student. Appearance in a scheduled music jury is required. A fee is charged. A maximum amount of .5 unit of credit may be earned at this level. Prerequisite: MUSC 149 and permission of applied music coordinator.

MUSC 340 Level-III Harpsichord or Organ
Credit: 0.13-0.25
Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 240 and permission of applied music coordinator.

MUSC 341 Level-III Piano
Credit: 0.13-0.25
The course will cover major works of the Baroque, classical, Romantic, impressionist, and contemporary periods. A standard concerto may also be studied. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 241 and permission of applied music coordinator.

MUSC 342 Level-III Harp
Credit: 0.13-0.25
Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 242 and permission of applied music coordinator.

MUSC 343 Level-III Voice
Credit: 0.13-0.25
Work will be based on the needs of the individual student. A music jury is required. Diction and interpretation are given special consideration. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 243 and permission of applied music coordinator.

MUSC 344 Level-III Recorder
Credit: 0.13-0.25
Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 244 and permission of applied music coordinator.

MUSC 345 Level-III Woodwinds
Credit: 0.13-0.25
Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 245 and permission of applied music coordinator.

MUSC 346 Level-III Percussion
Credit: 0.13-0.25
This course offers study of contemporary literature for all percussion instruments, including mallet instruments, timpani, multiple percussion, and drum set. Study will include orchestral repertoire for various percussion instruments and possible solo percussion recital. A music jury performance is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 246 and permission of applied music coordinator.

MUSC 347 Level-III Brass
Credit: 0.13-0.25
Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 247 and permission of applied music coordinator.

MUSC 348 Level-III Guitar
Credit: 0.13-0.25
Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 248 and permission of applied music coordinator.

MUSC 349 Level-III Strings
Credit: 0.13-0.25
Work will be based on the needs of the individual student. A music jury is required. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 249 and permission of applied music coordinator.

MUSC 440 Level-IV Harsichord or Organ
Credit: 0.25-0.5
Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 340 and permission of applied music coordinator.

MUSC 441 Level-IV Piano
Credit: 0.25-0.5
The course will cover major works of the baroque, classical, romantic, impressionist, and contemporary periods. A standard concerto may also be studied. Presentation of a recital or half recital is encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 341 and permission of applied music coordinator.

MUSC 442 Level-IV Harp
Credit: 0.25-0.5
Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged.A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 342 and permission of applied music coordinator.

MUSC 443 Level-IV Voice
Credit: 0.13-0.5
The year's work leads to a recital featuring representative styles. Diction and interpretation are given special consideration. Presentation of a recital or half recital is encouraged.A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 343 and permission of applied music coordinator.

MUSC 444 Level IV Recorder
Credit: 0.25-0.5

MUSC 445 Level-IV Woodwinds
Credit: 0.25-0.5
Work will be based on the needs of the individual student. Presentation of a recital or half recital is encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 345 and permission of applied music coordinator.

MUSC 446 Level-IV Percussion
Credit: 0.25-0.5
This course offers study of contemporary literature for all percussion instruments, including mallet instruments, timpani, multiple percussion, and drum set. Study will include orchestral repertoire for various percussion instruments. Presentation of a recital or half recital is

encouraged. A fee is charged. Units earned at this level are unlimited. Prerequisite: MUSC 346 and permission of applied music coordinator.

MUSC 447 Level-IV Brass

Credit: 0.25-0.5

Work will be based on the needs of the individual student. A fee is charged. Prerequisite: MUSC 347 and permission of applied music coordinator.

MUSC 448 Level-IV Guitar

Credit: 0.13-0.25

Work will be based on the needs of the individual student. A fee is charged. Prerequisite: MUSC 348 and permission of applied music coordinator.

MUSC 449 Level-IV Strings

Credit: 0.25-0.5

Work will be based on the needs of the individual student. A fee is charged. Prerequisite: MUSC 349 and permission of applied music coordinator.

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 within a variety of departments. A primary objective of this program 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).

First-Year and New 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 Professor McFarlane, the program's director.

NEUR 112 Introduction to Neuroscience
This first-semester, entry-level 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. No prerequisites.

Neuroscience Major: Curriculum and Requirements

The neuroscience major is intended primarily for students who are planning to attend graduate school in the many specialized fields of neuroscience, such as medical neuroscience, developmental neuroscience, cognitive neuroscience, or behavioral neuroscience. It is also an excellent major for students who are seriously interested in pursuing research careers or becoming clinical practitioners concerned with the biochemical or the biopsychological aspects of the nervous system or behavior (e.g., psychopharmacology, psychiatry, clinical neuropsychology).

Despite the need for uniform curriculum requirements for the neuroscience major, two tracks are available to fulfill the major: (a) a biochemical track, and (b) a bio-psychological track. Both tracks require 4.5 units of neuroscience core courses, plus 2.75 to 3 units of courses in one of the two tracks, for a total of 7.25 to 7.5 units for the major. The core courses, as well as the required courses for each of the tracks, are as follows:

Neuroscience Core Courses: 4.5 units
- NEUR 112 (.5 unit) Introduction to Neuroscience
- NEUR 471 (.5 unit) Current Research Topics in Neuroscience
- BIOL 113 and BIOL 114 (1 unit) From Cell to Organism, and Genetics and Development of Organisms or BIOL 115 and BIOL 116 (1 unit) Energy in Living Systems, and Information in Living Systems
- BIOL 358 (.5 unit) Neurobiology
- CHEM 121, 124/125 (or CHEM 122, 124/125) (1 unit) Introductory Chemistry I, II (or Honors Introductory Chemistry I, II)
- PSYC 305 (.5 unit) Physiological Psychology
- PSYC 401 (.5 unit) Research Methods in Biopsychology, or PSYC 403 (.5 unit) Research Methods in Learning and Motivation, or PSYC 406 (.5 unit) Research Methods in Sensation and Perception

Biochemical Track: 2.75 units
- One selected biology course from the concentration list (see section on neuroscience concentration, below) (.5 unit)
- BIOL 359 (.25 unit) Experimental Neurobiology, or CHEM 371 (.25 unit) Biochemistry Laboratory
- CHEM 231, 232 (1 unit) Organic Chemistry I, II
- Recommended courses:
  CHEM 123 and 126
  CHEM 233, 234
  CHEM 256
- One selected psychology course from the concentration list (below) (.5 unit)
- MATH 111 (.5 unit) Calculus

Biopsychological Track: 2.75 to 3 units
- One selected biology course from the concentration list (below) (.5 unit)
- BIOL 359 (.25 unit) Experimental Neurobiology, or PSYC 405 (.5 unit) Research Methods in Physiological Psychology
- CHEM 123 and 126 (.5 unit)

- Introductory Chemistry Laboratory I, II
- PSYC 200 (.5 unit) Statistical Analysis in Psychology
- Two selected psychology courses from the concentration list (below) (1 unit)

Senior Exercise

The Senior Exercise consists of an original research proposal, written in a format appropriate for a scientific grant. The exercise can be completed at one of two times, at the option of the student. It is due some time within the first two months of either the first or second semester of the student's senior year. This exercise is evaluated by two members of the advisor's department and one member of the Neuroscience Program from another department.

In preparation for the Senior Exercise, students can gain research experience by participating in Individual Study (NEUR 493) under the supervision of a faculty advisor. Although independent study courses are not required for the major, conducting research is a valuable educational experience, particularly for students planning to pursue graduate or medical training.

Honors

Seniors participating in the Honors Program (NEUR 497Y-498Y) must complete an honors project and pass an oral exam. Assessment of the honors candidates is conducted by two members of the advisor's department, one member of the Neuroscience Program from another department, and an outside examiner brought in by the advisor's department.

Neuroscience Concentration: Curriculum and Requirements

Required neuroscience courses: 1 unit

NEUR 112 (.5 unit) Introduction to Neuroscience

This course also serves in lieu of PSYC 101 for all advanced psychology courses that are listed in the neuroscience curriculum. This multidisciplinary, introductory course is offered during the first semester.

NEUR 471 (.5 unit) Current Research Topics in Neuroscience

This culminating seminar for juniors and seniors is offered first semester for students who intend to fulfill the requirements for the concentration.

Required basic science courses: 2 units minimum

- BIOL 113 From Cell to Organism and BIOL 114 Genetics and Development of Organisms or BIOL 115 Energy in Living Systems and BIOL 116 Information in Living Systems
- CHEM 109 Neurochemistry (or CHEM 121 and 124/125 or CHEM 122 and 124/125)
- PSYC 305 Physiological Psychology

Selected advanced science courses: 1 unit selected from the following:

Biology courses

BIOL 243 Comparative Animal Physiology
BIOL 261 Animal Behavior
BIOL 263 Molecular Biology and Genomics
BIOL 321 Developmental Biology
BIOL 358 Neurobiology
BIOL 366 Cell Physiology

Chemistry courses

CHEM 231, 232 Organic Chemistry I, II
CHEM 256 Biochemistry
CHEM 341 Instrumental Analysis

Psychology courses

PSYC 301 Cognitive Psychology
PSYC 302 Comparative Psychology
PSYC 303 Psychology of Learning and Motivation
PSYC 304 Neuropsychology
PSYC 307 Sensation and Perception
PSYC 347 Psychopharmacology

Anthropology courses

ANTH 111 Introduction to Biological Anthropology
ANTH 321 Evolution and Human Evolution

Neuroscience Courses and Diversification Qequirements

The following courses may be paired to satisfy the natural sciences requirement:
NEUR 105 and NEUR 112
NEUR 105 and BIOL 103
NEUR 105 and BIOL 105

Neuroscience Courses

NEUR 105 Topics in Neuroscience

Credit: 0.5

This introductory course will explore a range of topics and issues in the study of neuroscience. Specifically, the course will focus on the relationship between neuroscience, the arts and humanities. The course will treat the humanities and sciences as partners working together on the same problems. Usually, three topics are covered per semester. Examples of topics covered include: the neuroscience of emotions, play behavior, film, visual and artistic perspective, space, time. Other topics may be covered. Assignments will include weekly quizzes, class discussion, and a thesis paper. Prerequisite: None. NEUR 105 is a non-majors introductory course geared towards first and second year students, although others may take it. Anyone who plans to major or concentrate in Neuroscience will need to take Introduction to Neuroscience (NEUR 112). NEUR 105 can be paired with NEUR112 (Introduction to Neuroscience), BIOL103 (Biology in Science Fiction) or BIOL105 (Biology of Exercise) in order to satisfy the Natural Science distribution requirement. This course is not repeatable for credit.

Instructors: McFarlane,Richeimer

NEUR 112 Introduction to Neuroscience

Credit: 0.5

This course begins with a definition of neuroscience as an interdisciplinary field, in the context of the philosophy of science. Consistent with this view, a number of faculty members from various departments are responsible for giving lectures and leading discussions throughout the semester. After covering the basics of cellular neurophysiology, the course examines the development and organization of the human nervous system in terms of sensory, motor, motivational, emotional, and cognitive processes. The neurological and biochemical bases of various brain and behavioral disorders are also examined. This course can be used as a substitute for the PSYC 101 prerequisite

for all advanced-level psychology courses listed for the neuroscience concentration. However, this course does not count towards Natural Sciences diversification. No prerequisites.

Instructor: Niemiec, Staff

NEUR 471 Topics in Neuroscience

Credit: 0.5

This capstone seminar is required of all students who plan to graduate with a neuroscience concentration or major. The seminar is intended to bring together the knowledge acquired from courses required for, or relevant to, the concentration and major. During the course of the semester, each student will submit a critique of a published article and write a research proposal with the assistance of the instructor. Oral presentations are given in conjunction with each of these exercises. This seminar is limited to juniors or seniors who have taken NEUR 112 and completed two of the three required basic science courses for the concentration.

NEUR 493 Individual Study

Credit: 0.5

Students conduct independent research under the supervision of one of the faculty members affiliated with the Neuroscience Program. This course is restricted to juniors or seniors who are neuroscience majors or have taken (or are concurrently enrolled in) courses required for the neuroscience concentration. Prerequisites: permission of instructor and neuroscience director, along with demonstrated special interest.

NEUR 497Y Senior Honors

Credit: 0.5

This program for senior honors students culminates in the completion of a senior honors research project. The research is expected to be on a topic of particular relevance to the student's postgraduate plans. Students must select a research advisor from the faculty members in the Neuroscience Program. They are expected to have done a thorough bibliographic search of the literature, written a short review paper, and formulated some tentative hypotheses during the spring semester of their junior year. Prerequisites: The student must have a 3.33 overall GPA, a 3.5 GPA in the neuroscience core courses, and have completed at least 5 units toward the major. Permission must be granted by the director of the Neuroscience Program.

NEUR 498Y Senior Honors

Credit: 0.5

See course description for NEUR 497Y.

Instructor: Staff

NEUR 95 Behavioral Neuroscience

Credit: 0.25

Additional courses that meet the requirements for this concentration:

ANTH 111: Introduction to Biological Anthropology
ANTH 321: Evolution and Human Evolution
BIOL 113: From Cell to Organism
BIOL 114: Genetics and Development of Organisms
BIOL 243: Animal Physiology
BIOL 261: Animal Behavior
BIOL 263: Molecular Biology and Genomics
BIOL 321: Developmental Biology
BIOL 358: Neurobiology
BIOL 359: Experimental Neurobiology
BIOL 366: Cell Physiology
CHEM 109: Neurochemistry
CHEM 121: Introductory Chemistry
CHEM 122: Honors Introductory Chemistry
CHEM 123: Introductory Chemistry Lab I
CHEM 124: Biophysical and Medicinal Chemistry
CHEM 125: Nanoscience and Materials Chemistry
CHEM 126: Introductory Chemistry Lab II
CHEM 231: Organic Chemistry I
CHEM 232: Organic Chemistry II
CHEM 233: Organic Chemistry Lab I
CHEM 234: Organic Chemistry Lab II
CHEM 256: Biochemistry
CHEM 335: Chemical Kinetics and Thermodynamics
CHEM 341: Instrumental Analysis
CHEM 371: Advanced Lab: Biochemistry
MATH 111: Calculus I
PSYC 200: Statistical Analysis in Psychology
PSYC 301: Cognitive Psychology
PSYC 302: Comparative Psychology
PSYC 303: Learning and Motivation
PSYC 304: Neuropsychology
PSYC 305: Physiological Psychology
PSYC 307: Sensation and Perception
PSYC 347: Psychopharmacology
PSYC 401: Research Methods: Biopsychology
PSYC 403: Research Methods in Learning and Motivation
PSYC 406: Research Methods in Sensation and Perception

Some recently offered special topics include:

Neuroscience of Film, Space, and Play

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.

The Philosophy Curriculum

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 our texts derive from earlier centuries and from classical Greece, we are concerned with what is of timeless and present importance in them. We emphasize classroom discussion, focusing on interpretation of the texts and consideration of the philosophical issues raised by them. We assign several short papers and we give 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; PHIL 270 Political Philosophy.

Intermediate-level courses include such courses as PHIL 120 Symbolic Logic; PHIL 215 Nineteenth-Century Philosophy; PHIL 245 Philosophy of Science; and PHIL 270 Political Philosophy. PHIL 310 Heidegger's Ontology; PHIL 335 Wittgenstein; PHIL 340 Sartre and Merleau-Ponty; and PHIL 345 Kant are among the more advanced courses. Although the seminars—PHIL 400 Ethics; PHIL 405 Epistemology; and PHIL 410 Metaphysics—are primarily for majors, they may be of interest to other advanced students as well.

Requirements for the Major

1. Course Requirements for Majors

- 4.5 units of philosophy (9 courses), including the following courses:
  PHIL 105 Introduction to Logic or PHIL 120 Symbolic Logic
  PHIL 200 Ancient Philosophy
  PHIL 210 Modern Philosophy
- Three electives of the student's choice
- Three core-area courses (one course from each of the three core areas—ethics, epistemology, metaphysics—one of which must be chosen from the group of advanced seminars):
  PHIL 400 Ethics Seminar
  PHIL 405 Epistemology Seminar
  PHIL 410 Metaphysics Seminar

2. Senior Exercise

3. Friendly Advice

Here are some tips on course planning:

PHIL 100 is normally the first course majors take, but it is not mandatory.

PHIL 105 Introduction to Logic or PHIL 120 Symbolic Logic, PHIL 110 Introduction to Ethics, PHIL 200 Ancient Philosophy, and PHIL 210 Modern Philosophy should normally be taken as early as possible. The advanced seminars, PHIL 400 Ethics, PHIL 405 Epistemology, and PHIL 410 Metaphysics should normally begin no earlier than the second semester of the junior year.

Students who expect to do graduate work in philosophy are strongly encouraged to take PHIL 120 Symbolic Logic.

Senior Exercise

The Senior Exercise consists of a comprehensive essay examination with questions drawn from ancient philosophy, modern philosophy, and one of the core-area advanced seminars of the student's choice.

Honors

Central to the Honors Program is a series of two related courses culminating in a thesis at the end of the senior year. The first, PHIL 497, enables the student to pursue the search for and development of a suitable topic. By the second semester of the senior year, the student should have the background necessary for writing an honors thesis in PHIL 498. Students interested in the Honors Program should submit a written request to the chair of the department before the second semester of their junior year.

In the spring semester of their junior year, honors candidates submit a thesis proposal for approval. Upon departmental approval, honors candidates will register for two .25-unit courses to be taken senior year, PHIL 497 (fall semester) and PHIL 498 (spring semester). Honors candidates write complete drafts of their theses in PHIL 497 and refine and defend their theses in PHIL 498.

1. Course Requirements for Honors

- 5 units of philosophy, including the following courses:
  PHIL 120 Symbolic Logic
  PHIL 200 Ancient Philosophy
  PHIL 210 Modern Philosophy
  PHIL 215 Nineteenth-Century Philosophy
- Three electives of student's choice
- All three core-area course seminars:
  PHIL 400 Ethics Seminar
  PHIL 405 Epistemology Seminar
  PHIL 410 Metaphysics Seminar
- PHIL 497 and 498 Senior honors thesis independent studies

For normal sequence of courses, see "Friendly Advice," above.

2. Senior Exercise

3. Honors Thesis and Oral Examination

Upon completion of the thesis, the honors candidate will stand for an oral examination on the thesis, conducted by an outside examiner and the candidate's thesis advisor, in the presence of the entire department.

4. Divisional Approval

The candidate must meet the requirements of the College and of the Humanities Division for admission to and retention in the Honors Program.

Core-Area Courses

There are three core areas: ethics, epistemology, and metaphysics. The courses that may be selected to satisfy the core-area requirements are listed below under the core area they satisfy. Additional courses may be announced.

Ethics

PHIL 110 Introduction to Ethics
PHIL 203 Hellenistic and Roman Philosophy
PHIL 208 Contemporary Political Philosophy
PHIL 275 Moral Psychology
PHIL 400 Ethics Seminar

Epistemology

PHIL 220 Pragmatism
PHIL 245 Philosophy of Natural Science
PHIL 340 Sartre and Merleau-Ponty
PHIL 345 Kant
PHIL 405 Epistemology Seminar

Metaphysics

PHIL 205 Medieval Philosophy
PHIL 215 Nineteenth-Century Philosophy
PHIL 255 Philosophy of Language
PHIL 260 Philosophy of Mind
PHIL 310 Heidegger's Ontology
PHIL 410 Metaphysics Seminar

Graduate School Considerations

Philosophy majors interested in attending graduate school are strongly encouraged to select PHIL 120 Symbolic Logic to satisfy the logic requirement, and to select PHIL 400 Ethics Seminar, PHIL 405 Epistemology Seminar, and PHIL 410 Metaphysics Seminar to satisfy the core-area course requirements. Such students should also consult with a faculty member as early as possible.

Synoptic Majors

Philosophy courses are often suitable for inclusion in synoptic majors, and the department welcomes such majors.

Off-Campus Studies

Philosophy majors who wish to do so are generally able to participate in off-campus study programs, particularly if they begin their major programs as sophomores.

Requirements for the Minor

The minor in philosophy consists of 2.5 units of work (5 courses) in the department, including the following courses:

- PHIL 100 Introduction to Philosophy
- PHIL 105 Introduction to Logic or PHIL 120 Symbolic Logic
- One course from the history sequence: PHIL 200 Ancient Philosophy or PHIL 205 Medieval Philosophy or PHIL 210 Modern Philosophy or PHIL 215 Nineteenth-Century Philosophy
- Any two electives

Transfer Credit Policy

The student who wants transfer credit from the Philosophy Department must petition the department with a copy of the syllabus of the course. The department will decide on a case-by-case basis whether transfer credit will be granted.

Philosophy Courses

PHIL 100 Introduction to Philosophy

Credit: 0.5

The primary aim of this course is to acquaint the student with the spirit, methods, and problems of philosophy. An attempt is made to show the range of issues in which philosophical inquiry is possible and to which it is relevant. Major works of important philosophers, both ancient and modern, will be used to introduce topics in metaphysics, theory of knowledge, ethics, and other traditional areas of philosophical concern. Offered every semester.

PHIL 105 Introduction to Logic

Credit: 0.5

This course is an examination of the informal reasoning used in everyday life as well as in academic contexts. We will aim to both describe and understand that reasoning, on the one hand, and improve our competence in reasoning, on the other. Central to these informal patterns of reasoning are practices of explanation involving causal

relations. We will explore the nature of explanation and causation, and we will discuss ways of articulating our reasoning patterns that make their nature clear. Thus we aim both to improve critical thinking and reading skills, and to understand in a deeper way the role that those skills play in human life. Offered every year.

Instructor: Lloyd-Waller

PHIL 110 Introduction to Ethics

Credit: 0.5

The central question in ethics is "How should I live my life?" This course explores this question by examining major ethical traditions such as honor ethics, Stoicism, Aristotelian virtue ethics, utilitarianism, Kantian deontology, and Nietzsche's genealogy of morality. The emphasis is on classical texts, as well as their connections with our contemporary life. This course is suitable for first-year students. Offered every year.

Instructor: Xiao

PHIL 115 Practical Issues in Ethics

Credit: 0.5

This course examines moral issues we encounter in our private as well as public lives from a philosophical point of view. We discuss various ethical approaches such as Kantianism, utilitarianism, and value pluralism through analyzing issues such as abortion, capital punishment, euthanasia, the moral status of nonhuman animals, the environment, war, world poverty, inequality, and the ecology of rural life. There is a strong emphasis on discussion, and we use diverse methods such as Brandeis Brief and moral heuristics. This course is suitable for first-year students. Offered every year.

Instructor: Xiao

PHIL 120 Symbolic Logic

Credit: 0.5 QR

There are many different ways to get someone to do what you want. These include threatening violence, lying, conditioning, bribery, begging, and providing an argument. An "argument" (in logic) is an appeal to evidence in the support of a conclusion. (It should not be confused with the ordinary usage of the term "argument," which means quarrel.) An argument—unlike the other methods of persuasion—is an appeal to what is rational in the person to whom one is speaking. It is the *only* method that respects the other person's ability to think. An argument does this in two ways. First, an argument is an attempt to show the evidence supports the conclusion. Second, an argument is the only method that invites the other person to assess whether the evidence in fact does support the conclusion. An argument invites a conversation. Logic is the study of what makes some arguments successful and some not. We will develop a procedure for assessing whether an argument is good (i.e., valid). We will examine the uses and the limits of this method. Offered every year.

Instructor: Richeimer

PHIL 200 Ancient Philosophy

Credit: 0.5

Ancient Greek philosophy is not only the basis of the Western and the Arabic philosophical traditions, but it is central for understanding Western culture in general, including literature, science, religion, or values. In this course, we examine some of the seminal texts of Greek philosophy, focusing on the work of Socrates, Plato, and Aristotle. But we also examine the work of the pre-Socratics (such as Heraclitus, Zeno, and Democritus) and the Sophists (such as Protagoras and Gorgias). This is a lecture/discussion course. It is recommended that students complete PHIL 100, but there are no formal prerequisites for this course. Offered every year.

Instructor: Lottenbach, Richeimer

PHIL 203 Hellenistic and Roman Philosophy

Credit: 0.5

The Hellenistic and Roman period of Western philosophy has long been neglected by mainstream philosophers. Contemporary philosophers rarely mention philosophers from this period, and you will look long and hard before you find a department of philosophy, undergraduate or graduate, that offers a course on this subject. One reason for this neglect is that many do not regard what the philosophers of this period were doing as "philosophy" in the accepted academic sense of the term. The Epicureans, Skeptics, and Stoics practiced philosophy not as a detached intellectual discipline in the manner of professors of the subject, but as a worldly art of grappling with issues of daily and urgent human significance: the fear of death, love and sexuality, anger and aggression, the duties of friendship, the relative value of different life pleasures. Philosophy for these thinkers and writers was a way of life, a way of coping with life's difficulties and the mystery of human existence. This seminar will not be a strict historical survey of Hellenistic and Roman philosophy. Instead, we will critically analyze some of the best and most influential writings of this period in order to understand and evaluate what these philosophers thought was the best way to live life. We will read and discuss the writings of Epictetus, Lucretius, Seneca, Marcus Aurelius, Cicero, Plutarch, and others. Prerequisites: PHIL 100 and 200, or permission of the instructor.

Instructor: DePascuale

PHIL 205 Medieval Philosophy

Credit: 0.5

Philosophically speaking, the period between the eleventh and sixteenth centuries was a remarkably fertile one that both warrants and rewards close study. In this course we will examine some of the major thinkers and themes from the Jewish, Muslim, and Christian late medieval traditions, with an emphasis on understanding both how the medievals synthesized the wisdom of Aristotle with their dominant religious concerns and how they developed the world view against which early modern philosophy (seventeenth to eighteenth century) must be understood. Prerequisite: PHIL 200.

Lloyd-Waller

PHIL 208 Contemporary Political Philosophy

Credit: 0.5

This course is a study of major works in political philosophy since about 1950. Topics will include: the nature and legitmacy of modern political institutions; modern forms of power, oppression, and alienation; the often-conflicting demands of liberty, equality, rights, and recognition. We will explore these topics through the writings of Oakeshott, Rawls, Nozick, Taylor, Geuss, Habermas, and Foucault. Offered 2013-14.

Instructor: Lottenbach

PHIL 210 Modern Philosophy

Credit: 0.5

This course examines seventeenth- through eighteenth-century philosophy. Major figures to be studied include Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant. We will stress metaphysical and epistemological issues throughout. It wouldn't be unfair to say that Descartes sets the agenda by creating a certain conception of the mind

and the nature of knowledge, while each of the subsequent figures works out various implications of that conception. As such, the course content takes something of a narrative form, where we start with a certain optimism about knowledge and work our way into a deepening skepticism, only to be rescued at the end (by a rescuer whose price may not be worth paying). Prerequisite: PHIL 200 is recommended, but any previous philosophy course is acceptable.

Instructor: Lloyd-Waller

PHIL 212 Early Chinese Philosophy

Credit: 0.5

This course is a survey of early Chinese philosophy (in translation). We focus on the major thinkers of the classical period of Chinese philosophy (550-221 BC), such as Confucius, Mozi, Mencius, Laozi, Zhuangzi, Xunzi, and Han Feizi. The emphasis is on ethics, moral psychology, and political philosophy. It is recommended that students complete PHIL 100, but there are no formal prerequisites for this course. Offered every other year.

Instructor: Xiao

PHIL 215 Nineteenth-Century Philosophy

Credit: 0.5

At the end of the eighteenth century, Immanuel Kant initiated a philosophical revolution that has not ceased to both orient and divide philosophers in the Western tradition. In this course, we will revisit the first sparks of that revolution as they caught fire in the tinder of nineteenth century Europe. We will consider Fichte's outline of the vocation of humanity, Schelling's development of a philosophy of nature, Schopenhauer's mysticism and moral theory, and Nietzsche's criticisms. At a time in which the philosophy of religion was a vital and convulsive field, we will consider works from Herder, Schleiermacher, and Kierkegaard. We will then see this religious convulsion tied to political aspirations by the "Young Hegelians" (including Marx). We will end with work in logic, metaphysics, and philosophy of language by Brentano, Meinon, and Frege that has been enormously influential for English-language philosophy since the turn of the twentieth century. Prerequisite: at least one previous class in philosophy, political theory, or social theory. Offered every other year.

Instructor: Lottenbach

PHIL 220 Pragmatism

Credit: 0.5

Pragmatism is the only major philosophical tradition on the world stage originating in the United States. And it is the only tradition of philosophy since Kant that is respected and taken seriously in both the Anglo-American philosophical tradition and the continental philosophical tradition. Many movements claim their origins in the American pragmatism—these include verificationism, Husserlian phenomenology, Quinean naturalism, and some trends in postmodernism, cybernetics, vagueness logic, semiotics, the dominant trend in American educational philosophy, Italian fascism, American experimental psychology, and Gandhi's philosophy of nonviolence. We will examine that tradition by reading the major works of Peirce, James, and Dewey, and their critics. Will be offered in 2010-2011.

Instructor: Richeimer

PHIL 225 Existentialism

Credit: 0.5

Existentialism is one of the most influential philosophical movements in modern culture. Unlike other recent philosophies, its impact extends far beyond the cloistered walls of academia into literature (Beckett, Kafka, Ionesco), art (Giacometti, Bacon, Dadism), theology (Tillich, Rahner, Buber), and psychology. Existentialism is at once an expression of humanity's continual struggle with the perennial problems of philosophy (knowledge, truth, meaning, value) and a particularly modern response to the social and spiritual conditions of our times (alienation, anomie, meaninglessness). In this course we will study existentialism in its complete form as a cultural and philosophical movement. After uncovering the historical context from which this movement emerged, we will view the "existential" paintings of de Chirico and Munch; read the fiction of Kafka, Dostoevsky, Tolstoy, and Beckett; and closely study the thought of Kierkegaard, Nietzsche, Heidegger, and Sartre. Among the topics we shall examine are alienation, authenticity, self-knowledge, belief in God, the nature of value, and the meaning of life. No prerequisite, but PHIL 100 or RLST 101 is desirable. Offered every year.

Instructor: De Pascuale

PHIL 230 Philosophy of Art

Credit: 0.5

This course is a seminar/workshop in which we will attempt to philosophically scrutinize the delightful, complicated, and varied world of art. The philosophy of art is not art history, art appreciation, or art criticism. It is, instead, that branch of philosophy in which we critically examine the assumptions made by artists, historians, and critics of art. In Philosophy of Art, we try to define art, establish general criteria for distinguishing what is important or unique in art works, understand creativity, and ascertain the role of art in human life and society. The aim of this course is to enable us to see and hear more clearly the kinds of objects that art presents for our contemplation and experience, so that we may come to know more and feel more. The first half of the course will be spent reading and discussing the theories of Bell, Tolstoy, Aristotle, Collingwood, Langer, Hanslick, and others. The second half of the course will largely be spent viewing, hearing, feeling, reading, and otherwise experiencing art works and philosophically questioning that experience. We shall discuss the nature of art, the ontology of objects of art, and the problems of the interpretation and criticism of art. No prerequisite. Offered every year.

Instructor: De Pascuale

PHIL 235 Philosophy of Law

Credit: 0.5

This course is a survey of philosophical issues relating to law. We begin with the nature of law: Does statutory law derive its power from a more fundamental and objective natural law, or merely from its acceptance within a political community? Is international law really law? Do we have a moral obligation to obey the law? Then we consider a variety of philosophical issues within law: liberty, authority, equality, rights, privacy, freedom of expression, and torture. Finally, we look at general principles of philosophy that underlie the legal system: punishment and responsibility, promises and contracts, and property and ownership. The readings are drawn from a mixture of philosophy articles and court cases. This course fulfills the philosophy of law requirement for the Law and Society Concentration. Offered every other year.

PHIL 240 Philosophy of Religion

Credit: 0.5

This course presents an inquiry into the nature of claims associated with religious traditions and the validity, if any, of such claims in the

contemporary context. Topics to be studied include modern critiques of religious claims, proofs, and practices as irrational and/or related to oppression; the classical "proofs" of the existence of God; the relation between religion and science, including questions about the nature of religious language and how religious claims might be verified; the religious (and secular) understanding of suffering, death, and evil; the possibility of justifying religious claims on the basis of religious experiences; and the question of how religious claims might be understood as valid, given the differing claims of different religions. No prerequisite. Offered every other year.

Instructor: De Pascuale

PHIL 245 Philosophy of Natural Science

Credit: 0.5

One of the greatest human achievements is scientific knowledge. But what is scientific knowledge? Is it different from other kinds of knowledge? Should we take scientific claims as literally true or as useful fictions? What status should we accord scientific work? We will examine the answers to these questions offered by the Logical Positivists, the Popperians, Kuhn, Quine, Lakatos, and Boyd. On the way, we will consider the issues surrounding induction, explanation, theoretical entities, laws, observation, reductionism, and so on. No formal background in the natural sciences is assumed. Prerequisite: PHIL 100 or permission of instructor. Offered 2012-13.

Instructor: Richeimer

PHIL 255 Philosophy of Language

Credit: 0.5

Language plays a central role in our life. But how does language work? For instance, how does communication take place in our everyday life? How should we interpret literary or religious texts? What is the relationship between language, thought, and the world? How do we "do things with words"? We examine these issues through the writings of Frege, Russell, Wittgenstein, Quine, Davidson, Austin, Grice, Lewis, and Brandom. Prerequisite: PHIL major or permission of instructor.

Instructor: Winter

PHIL 260 Philosophy of Mind

Credit: 0.5

Mentality is not like much else in the universe. Mentality (or mind) is quite peculiar. The human brain (unlike other physical things) has the power to think. We have thoughts. Yet what are thoughts? Thoughts don't seem to be physical. For instance, unlike physical objects, thoughts don't have any weight. One does not gain weight by having new thoughts or lose weight by forgetting them. Unlike physical objects, thoughts have no shape. The thought of a circle is not circular. Yet thoughts have power. When we explain human behavior, we do so by saying that the person has certain thoughts; i.e., they have certain beliefs and certain desires. Those beliefs and desires (those thoughts) caused the person to act the way he did. The view that there are thoughts, that thoughts are in minds, that thoughts cause behavior, is the ordinary everyday view of the world. It is called folk psychology (i.e., the psychology of ordinary folk). Folk psychology seems obviously true. But is it true? And if it is true, can we describe it in a clear way? Does contemporary research in psychology support or undermine folk psychology? We will see that what seems so obvious is in fact quite controversial. Many psychologists and philosophers think something is wrong with folk psychology. We will examine some of those debates.

Instructor: Winter

PHIL 262 Philosophy of Perception

Credit: 0.5

We all depend on perception to live our lives. It is so much part of our lives that it is taken for granted and seems not worth noticing. Yet perception is not well understood. When one examines the differences in perception among humans, what one takes for granted becomes problematic. When one includes animal perception and robotic perception, perception becomes mysterious. We will examine various ways of understanding perception: biological, computational, ecological, cultural, and rational. In so doing, we hope to gain some insight into a process that makes up much of our lives and provides the basis for much what we know. Prerequisite: sophomore status or higher.

Instructor: Richeimer

PHIL 263 Mind, Perception, and Film

Credit: 0.5

This is not a course on film history, film theory or aesthetics. Nor is this a course using film to illustrate philosophical ideas. Rather this course treats film as a phenomenon in its own right. Film has its own properties. Those properties are in some ways similar and in some ways dissimilar from human experience. For instance, film has its own temporal and spatial structure. That temporal-spatial structure is seemingly quite different from the temporal-spatial structure of how we ordinarily experience the world. Yet humans can easily understand film and be moved by film. Film is both of this world and other worldly. We will explore a broad range of questions on the nature of film and what the magic of film teaches us about whom we are.

Instructor: Richeimer

PHIL 270 Political Philosophy

Credit: 0.5

In this course we will study the history of political philosophy (with a focus on the period from about 1600 to about 1850). The course will address the following questions: What is the origiin of civil society and government? What role does consent play in establishing government? Are there any natural rights, or do rights depend on the conventions of civil society? Does the civil law depend on the natural law? What is the relation between the contraints of law and liberty? Are there economic preconditions for liberty? Our readings will be mostly from Hobbes, Locke, Rousseau, Hume, Kant, Hegel, and Marx.

Intructor: Lottenbach

PHIL 275 Moral Psychology

Credit: 0.5

This course examines concepts and issues at the intersection between moral philosophy and psychology. We discuss philosophical ideas regarding the nature of action, agency, practical reasoning, moral heuristics, and moral emotions, as well as recent developments in experimental philosophy and neuroethics. We examine these issues through the writings of Murdoch, Frankfurt, McDowell, Velleman, Nagel, Williams, Sunstein, Stocker, Greene, Haidt, and Appiah. Prerequisites: PHIL 110 or permission of instructor. Offered every other year. Will be taught in 2011-12.

Instructor: Xiao

PHIL 300 Nietzsche's Philosophy

Credit: 0.5

Nietzsche is a disturbing presence in the modern world. In a series of beautifully written books that are at once profound, elusive, enigmatic, and shocking, Nietzsche does nothing less than challenge our most

precious and fundamental beliefs: the idea of truth, the existence of God, the objectivity of moral values, and the intrinsic value of the human being. As a critic of both the Western metaphysical tradition and the Judeo-Christian religion, Nietzsche may well be the most controversial thinker in the entire history of philosophy. In this seminar we will submit some of Nietzsche's most important books to a close, critical reading in an effort to come to terms, so far as this is possible, with his mature thought. We will examine his most famous yet perplexing views—the death of God, will to power, the Ubermensch, nihilism, perspectivism, the eternal recurrence—as they are developed in *Untimely Meditations*, *Twilight of Idols*, *Genealogy of Morals*, *Beyond Good and Evil*, and selections from *Will to Power*. There are no prerequisites for this course, although PHIL 100 or PHIL 225 would be helpful. Offered every third year.

PHIL 305 Kierkegaard on Being Human

Credit: 0.5

Often regarded as the originator of existential inquiry, Soren Kierkegaard (1813-1855) wrote a captivating poetic and philosophical literature concerning human existence. Taking the human hunger for meaning as his point of departure, Kierkegaard examined the rational and emotional depths of human life in its aesthetic, moral, and religious modes of expression. In this course we will read a large part of what Kierkegaard called "my authorship" in order to understand his way of doing philosophy and to examine his portrayal of the spiritual landscape. Kierkegaard's probings into the value dimensions of life—for example, happiness, pleasure, boredom, despair, choice, duty, commitment, anxiety, guilt, remorse, hope, faith, love—encourage his readers to think about their own lives and their relations with others. In examining Kierkegaard's ideas, therefore, the student should expect to be challenged personally as well as intellectually. Prerequisites: PHIL 100, PHIL 225, or permission of instructor.

Instructor: De Pascuale

PHIL 308 Hellenistic and Roman Philosophy

Credit: 0.5

The Hellenistic and Roman period of western philosophy has long been neglected by mainstream philosophers. Contemporary philosophers rarely mention philosophers from this period and you will look long and hard before you find a department of philosophy, undergraduate or graduate, that offers a course on this subject. Part of the reason for this neglect is because many do not regard what the philosophers of this period were doing as A philosophy@ in the accepted academic sense of the term. The Epicureans, Skeptics, and Stoics practiced philosophy not as a detached intellectual discipline in the manner of professors of the subject, but as a worldly art of grappling with issues of daily and urgent human significance: the fear of death, love and sexuality, anger and aggression, the duties of friendship, the relative value of different life pleasures. Philosophy for these thinkers and writers was a way of life, a way of coping with lifes difficulties and the mystery that is human existence. This seminar will not be a strict historical survey of Hellenistic and Roman philosophy. Instead, we will critically analyze some of the best and most influential writings of this period in order to understand and evaluate what these philosophers thought was the best way to live life. We will read and discuss the writings of Epictetus, Lucretius, Seneca, Marcus Aurelius, Cicero, Plutarch and others. Prerequisites: PHIL 100 and PHIL 200, or permission of instructor. Offered once every three years.

Instructor: DePascuale

PHIL 310 Heidegger's Ontology

Credit: 0.5

Martin Heidegger (1889-1976) is widely regarded as one of the most important philosophers of the twentieth century. His influence has been extraordinarily wide and deep, affecting such diverse fields as psychoanalysis, literary theory, theology, and architecture. Although the body of work he produced is remarkably diverse, Heidegger claims that in all of his writings he is occupied with a single task, that of thinking through "the question of the meaning of being." In this seminar we will submit to close reading selected works from Heidegger's early writings, from the period between 1922 and 1940. Among the works that may be read and discussed are *Being and Time*, *What is Metaphysics*, *The Concept of Time*, and *Basic Problems of Phenomenology*. Among the topics to be discussed are: the cognitivity of emotions, the basic structure of human existence, and the relationship among the awareness of death, being, and time. Some time will also be spent studying the reception of Heidegger's thought by Anglo-Saxon analytic philosophy. Prerequisite: one unit of philosophy. Offered every third year.

Instructor: De Pascuale

PHIL 335 Wittgenstein

Credit: 0.5

Ludwig Wittgenstein is one of the most original, important, and influential philosophers of the twentieth century. Nevertheless, his work is controversial and often misunderstood. His ideas about language, mind, logic, and philosophy itself provide a deep challenge to many widely accepted views in philosophy, psychology, cognitive science, linguistics, religion, and other fields.In this class we will closely examine Wittgenstein's work by engaging in close reading and discussion of primary texts, supplemented, on occasion, by secondary literature. We will look at the continuities and discontinuities between Wittgenstein's early and later writings, with an emphasis on his later works. Questions we will specifically address include: What is language? What is the nature of mind? How is meaning tied to use? Is meaning "private"? Can a person have private experiences which she can think about but never express or talk about to others? If Wittgenstein is correct, what are the implications for the scientific study of cognition, consciousness, and language? What good is philosophy itself? Should we offer philosophical theories? Can we help doing so? Prerequisites: PHIL 120 or PHIL 255 or permission of the instructor.

PHIL 340 Sartre and Merleau-Ponty

Credit: 0.5

The two most important philosophers in post-World War II France were Jean-Paul Sartre and Maurice Merleau-Ponty. They initiated a debate that was and still is immensely influential both in and out of academia. Sartre worked out the implications of a consciousness-centered methodological individualism. The result was a new analysis of human freedom that equated freedom with "consciousness-raising." This had a tremendous influence on the political left, feminist thought, existentialism, postmodernism, and many forms of psychotherapy. Merleau-Ponty challenged Sartre's mind's-eye view with a brain-body's eye view of human behavior. Such a view replaced consciousness as guiding human behavior with an account of how any embodied functional system can self-adapt to its environment. Merleau-Ponty's account was not limited to human behavior, but was generalizable to a range of self-maintaining systems. Merleau-Ponty explored this primarily in terms of the psychology of perception, in

neuroscience, and in an analysis of film as a psychological phenomenon. Prerequisite: PHIL 100 or permission of instructor.

Instructor: Richeimer

PHIL 345 Kant

Credit: 0.5

In this course, we will study Kant's major work in theoretical philosophy, the *Critique of Pure Reason*. We shall examine how Kant establishes that our empirical knowledge has conditions (a priori intuitions and a priori concepts) which cannot be derived from experience, and that these conditions of our empirical knowledge are also the conditions of our having any experience at all. We will pay particular attention to the way in which the *Critique of Pure Reason* revolutionizes the reflection on knowledge found in the work of Kant's rationalist, empiricist, and skeptical predecessors. Prerequisite: PHIL 210 is recommended. Offered 2011-12.

Instructor: Lottenbach

PHIL 353 Aristotle

Credit: 0.5

We will study Aristotle's treatises in metaphysics, physics, psychology, and ethics; life forms the common thread. In those treatises, we pursue understanding of motion, growth, and living; of knowing, of living well, and of friendship; and again of growth, in the aspects of aging and dying. Aristotle's concept of mind surrounds those inquiries. They raise his concept of God. We shall map both the intersections and the diverging paths. For topographic relief, we shall explore nearby areas: One is Spinoza's Ethics, particularly his use of Aristotle, and also his own development of the themes, mind and God; the other, Kant's critique of traditional metaphysics, comprising key extracts from the Critique of Pure Reason, including his treatment of God, freedom, and immortality. Important in their own right, those related inquiries also bring the question, why Aristotle developed no sustained analysis of belief and religion.

Instructor: Asselin

PHIL 400 Ethics Seminar

Credit: 0.5

This seminar examines important topics in normative ethics as well as meta-ethics; twentieth-century philosophers are emphasized. We discuss contemporary normative ethical theories such as Neo-Kantianism (Korsgaard), agent-based virtue ethics (Michael Slote), utilitarianism (Smart and Singer), and moral skepticism (Williams). We also discuss meta-ethical issues such as moral realism, relativism, the sources of normativity, the concept of virtue, and the possibility of moral knowledge. Prerequisites: PHIL 110 or PHIL 275 or permission of the instructor. Offered in 2011-12 and 2012-13.

Instructor: Xiao

PHIL 405 Epistemology Seminar

Credit: 0.5

This is an advanced course on the central debates in epistemology: internalism versus externalism, foundationalism versus coherentism, naturalism versus antinaturalism. We examine these issues through the writings of Quine, Rorty, Putnam, Stroud, Dretske, Wittgenstein, and others. Prerequisites: PHIL 100, junior standing, and permission of instructor. Will be offered in 2011-12

Instructor: Richeimer

PHIL 410 Metaphysics Seminar

Credit: 0.5

The content of this course varies but includes such topics as the nature and scope of reality, causality, space, time, existence, free will, necessity, and the relations of logic and language to the world. Traditional topics such as the problems of substance and of universals may be discussed. Much of the reading will be from contemporary sources. This course is for junior or senior philosophy majors; others may be admitted with permission of the instructor. Offered in 2012-13.

Instructor: Lloyd-Waller

PHIL 493 Individual Study

Credit: 0.5

Prerequisite: permission of instructor and department chair.

PHIL 497 Senior Honors

Credit: 0.25

Prerequisite: permission of instructor and department chair.

PHIL 498 Senior Honors

Credit: 0.25

Prerequisite: permission of instructor and department chair.

Some recently offered special topics include:
Metaphysics of Free Will
Philosophy of Mathematics

Physical Education and Athletics

Course Offerings

Courses are offered in four six-week sessions during the year. Each course is .13 unit, except where noted.

Goals for the courses include: (1) engaging in physical activities that maintain and improve personal wellness; (2) fostering an appreciation of physical activities that will bring enjoyment and well-being while in college and in future years; (3) promoting comprehension of the benefits of physical activity on health; (4) developing practical athletic skills; (5) learning how to maximize the results of physical activity throughout life; and (6) developing a broad knowledge base regarding personal health and wellness.

The grading of activity-based courses is pass-fail, but these do not count against Kenyon's limit of 2 units of pass/fail credit. Sports Medicine and Wellness, CPR and First Aid, Lifeguard Training, Wilderness First Aid, and Topics in Human Performance receive a letter grade and count toward the student's grade point average. Evaluation criteria include attendance, effort, cooperation, written tests, subject knowledge, and physical proficiency. Students may take only one physical-education course per six-week session. PHSD courses may not be repeated for credit. Students may apply a maximum of .5 unit of PHSD courses toward the 16 units needed for graduation.

Physical Education Individual Study Guidelines

Given the nature of physical education courses at Kenyon, individual studies are approved rarely and only under extenuating circumstances. They will be approved only on formal petition to the dean for academic advising and support, the director of athletics, and the coordinator for physical education and lifetime fitness. Documentation of the circumstances justifying a proposed individual study must be included with the petition. Petitions without documentable need will be declined.

Individual studies in physical education are intended to provide the student with the opportunity to pursue an independent investigation of a topic of special interest not covered, or not covered in depth, in the current curriculum. The investigation, which is designed in close collaboration with a current physical education instructor, may be designed to earn 0.13 or 0.25 unit of credit in a semester. Students may receive credit for no more than one individual study within the department, which counts toward the total of .50 PHSD credits allowable toward graduation.

Enrollment and Completion Procedures for Individual Studies

To enroll in a PHSD individual study, the student must:

1. Complete the petition process through documentation of need and present the petition to the dean for academic advising and support, the director of athletics, and the coordinator for physical education and lifetime fitness. After approval, the student must complete the following no later than the seventh day of the semester:
2. Identify a member of the Physical Education Department willing to mentor the project. If the student is a varsity athlete, the student's coach or coaches may NOT serve as mentor.
3. Working closely with the mentor, draft a detailed course syllabus, including the following:
    a. Individual study title
    b. Topic background information
    c. Desired course outcomes
    d. Specific objectives necessary to achieve outcomes
    e. Weekly topic schedule
    f. Readings: at least one assigned reading per week for the duration of the individual study. Reading must have direct bearing on the topic of the study. The specific reading must be included in the syllabus, which must also include an electronic link to the text in question.
    g. Meeting schedule: at least one hour-long meeting with the mentor per week for the duration of the individual study
    h. Required assignment set 1: At least one detailed paper of ten to twelve pages on the assigned topic per .13 of credit desired for the individual study. Two papers of this length are required for a .25 credit individual study. Papers must be fully cited using APA or CSE formatting, and each must include at least eight references from accredited sources.
    i. Assignment set 2: For courses that involve physical activity or internship/coaching/sport management-style activities as well as academic components, a complete journal of all daily and/or weekly activities must be included, and must contain, at a minimum:
        i. Date
        ii. Activity completed
        iii. Specifics of activity
        iv. Course objectives and/or outcomes met by completion of activity
4. Upon completion of the course syllabus, the syllabus must be turned in to the coordinator for physical education and lifetime fitness for final topic approval.
5. Upon completion of certain units of the study (at set intervals during the semester) and at the final completion of all individual study courses, the requirements as presented in the course syllabus, as well as copies of all assignments and journals, must be presented to the individual study mentor and the coordinator for physical education and lifetime fitness. A timetable of review and submission of these documents will be set by the coordinator for physical education and lifetime fitness.
6. The mentor is to forward attendance records and recommended course grades to the coordinator for physical education and lifetime fitness.
7. Final course grade will be the result of successful completion of all course requirements as reviewed by both the mentor and coordinator for physical education and lifetime fitness. Grading will follow standard College procedures.

Physical Education and Athletics Courses

PHSD 110 Personal Fitness

Credit: 0.13

This course features a program of fitness activities, designed by the student and a member of the physical-education faculty. The student and faculty member develop fitness goals and strategies (activities and a schedule) to reach those goals. Class time is spent completing various fitness tests and workouts. A training log is kept by the student

throughout the course. The student will also become familiar with principles of fitness and basic self-assessment techniques. Offered during the first half of each semester.

Instructor: Bryan, Buzzi

PHSD 113 Lifeguard Training

Credit: 0.25

This course provides students with the knowledge, skills, and methods for teaching swimming strokes and water safety. Successful completion of the course results in a Red Cross certificate. The course yields .25 unit of credit and runs for two consecutive sessions during the fall semester only. There is a charge for Red Cross instructional materials. Prerequisite: intermediate or advanced level of swimming proficiency. Offered once yearly during the fall semester.

Instructor: Weddle

PHSD 115 Beginning Swimming Training

Credit: 0.13

This is a half semester course in basic swim training in which the focus is on the knowledge and skill necessary to swim the five basic strokes (front crawl, back crawl, elementary backstroke, sidestroke, breaststroke) to increase endurance, to gain further understanding of mechanical and physiological concepts and to increase and improve safety and rescue skills. Prerequisite: proof of comfort in deep water. Offered once yearly during the first half of the spring semester.

Instructor: Smith

PHSD 122 Racquetball

Credit: 0.13

The course is designed for participants with all levels of experience. Basic techniques, mechanics, and tactical considerations are taught in an environment where the activity itself is the teaching tool. A brief history of the activity and safety considerations for the participant prior to and during play will be presented. Physical preparation for play, technical performance, and tactical strategies will be introduced within the context of the physiological principles and laws of movement. Offered once yearly during the first half of the spring semester.

Instructor: Priest

PHSD 124 Tennis

Credit: 0.13

The course is designed for participants with all levels of experience. Basic techniques, mechanics, and tactical considerations are taught in an environment where the activity itself is the teaching tool. A brief history of the activity and safety considerations for the participant prior to and during play will be presented. Physical preparation for play, technical performance, and tactical strategies will be introduced within the context of the physiological principles and laws of movement. Offered twice yearly: in the first half of the fall semester and the second half of the spring semester.

Instructor: Thielke

PHSD 126 Intro to 5K Running

Credit: 0.13

Introduction to 5K Running will provide the student with the basis for a lifetime of activity. Running is an ideal form of fitness training: it provides health and wellness benefits, requires minimal equipment, and can be done nearly anywhere. Moreover, most people can do it. The student will learn technique and form, basic training programs, and safety. A portion of each class will be spent building endurance and speed through running workouts that will vary depending upon the fitness level of the student. Throughout the course, the student will keep a training journal, logging weekly mileage, nutrition, and weekly goals. At the end of the course, the students will compete in a 5K race, either recreationally or competitively. Offered once yearly, during the second half of the spring semester.

Instructor: Needham

PHSD 132 Beginning Weight Training

Credit: 0.13

The course is designed to introduce the basic techniques and principles of strength training through the use of Nautilus and free-weight equipment. Physiological principles of isokinetic, isotonic, and isometric training will be developed. Safe and appropriate methods of equipment use will be emphasized. Offered during the first half of each semester.

PHSD 136 Golf

Credit: 0.13

This course is designed for participants with all levels of experience. Basic fundamentals and techniques of the game are taught. The strategy of the game is explored and individualized to the student. Successful completion of the course will result in an understanding and appreciation of the game. Offered twice yearly: in the first half of the fall semester and the second half of the spring semester.

Instructor: Ehmer, Geiger

PHSD 170 Sports Medicine and Wellness

Credit: 0.25

The aim of this course is to enable students to make well-informed decisions about a healthy lifestyle. Students will learn the fundamental principles of sports medicine, a discipline derived from exercise physiology and orthopedic medicine. Although traditionally concerned with athletic injuries, this field has expanded to include an array of health-related areas, including nutrition, the use of performance-enhancing supplements, strength training and cardiovascular fitness, basic psychology, pharmacology, and substance abuse. By learning about these topics, students will be better prepared to make sensible lifestyle choices that can improve the quality of health and wellness in their lives. Offered each semester.

Instructor: Wheeler

PHSD 181 Advanced Speed and Agility Training

Credit: 0.13

Coordination training is an important but often overlooked aspect of every athlete's development. Advanced Speed and Agility Training progresses beyond the fundamentals learned in Speed and Agility Training, and will provide a detailed and innovative system for the development of coordination and speed training. Using a combination of drills with specialized speed and agility equipment, this class will improve balance, body control, acceleration, and reaction speed. This class is geared toward individuals looking for an opportunity to obtain the elusive "winning edge." Prerequisite: PHSD 180.

PHSD 182 CPR and First Aid

Credit: 0.13

This class is designed to prepare the student to take the American Red Cross CPR and first aid certification tests. The student will learn to safely and effectively care for adult, child, and infant victims of

cardiopulmonary emergencies; choking; cuts, scrapes, and bruises; burns; muscle, bone, or joint injuries; sudden illnesses; and poisoning. The student will be able to demonstrate proper precautions to guard against blood-borne illness and to use an automated external defibrillator. Upon successful completion of the course, the student will be eligible to take the American Red Cross certification tests for the above listed skills. There is a charge for Red Cross instructional materials. Offered during the second half of each semester.

Instructor: E. Heithaus

PHSD 184 Wilderness First Aid

Credit: 0.25

Wilderness First Aid is designed to meet the need of first-aid training for anyone who works, travels, or spends time in rural or wilderness areas. Emergency situations in a rural or backcountry area can be particularly dangerous, as help is sometimes delayed for a significant period of time. In these cases, basic first-aid training is often not enough to save the life of the victim. The student will learn to apply first aid beyond the basics covered in American Red Cross standard first-aid classes, including completing a physical exam, treating wounds and head/neck/spinal injuries, dealing with heat and cold illness, caring for major injuries, and evacuating the backcountry. The student will learn how to signal for help when phones are not available and create crude shelters for protection from the elements. Upon successful completion of classroom and skill components, the student will be eligible to receive the American Red Cross Wilderness First Aid certification. There is a charge for Red Cross instructional materials. Offered during the first half of each semester.

PHSD 186 Beginning Yoga

Credit: 0.13

Beginning Yoga is intended to provide the student for a solid base for his or her yoga practice. An understanding of theory and history is necessary to develop a successful yoga practice. Each class period will include discussion and practice. No prerequisites. Offered during the first half of the fall semester.

Instructor: E. Heithaus

PHSD 188 Topics in Human Performance

Credit: 0.25

Practical Topics in Human Performance is a laboratory-based course that allows the student to participate in topics relating to exercise and/or exercise training for exploration over the length of the course. Topics will range from one-week investigations of short-term responses to exercise to multi-week investigations of exercise training effects on a variety of cardiovascular and musculoskeletal variables. Under the direction of the course instructor, the student will develop methodology for investigating the effect of exercise on selected aspects of human anatomy and physiology. The student will use monitored, in-class exercise participation and exercise testing as a means to assimilate objective data regarding physical response to exercise and build conclusions based on the results of self-testing. No pre-requisites required.

Instructor: E. Heithaus

PHSD 493 Individual Study

Credit: 0.13-0.25

Due to the nature of physical education courses at Kenyon, Independent Studies approved rarely and only under extenuating circumstances. They will only be approved on formal petition to the Dean of Academic Advising, the Director of Athletics, and the Coordinator for Physical Education and Lifetime Fitness. Documentation of the circumstances justifying a proposed independent study must be included with the petition. Petitions without documentable need will be declined. Independent Studies in Physical Education are intended to provide the student with the opportunity to pursue an independent investigation of a topic of special interest not covered, or not covered in depth, in the current curriculum. The investigation, which is designed in close collaboration with a current physical education instructor, may be designed to earn 0.13 or 0.25 unit of credit in a semester. Students may receive credit for no more than one independent study within the department, which counts toward the total of .50 PHSD credits allowable toward graduation. Please see the online course catalog for additional guidelines for creating an individual study.

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, computational, 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, law, and teaching.

The Physics Curriculum

The Department of Physics offers three options for students wishing to begin their exploration of physics.

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.

Students who desire a less mathematical approach to physics can choose from an array of courses designed to engage learners in the physics relevant to various interesting subfields of the discipline. Recent course offerings in this series have included: PHYS 103 (Good Nukes, Bad Nukes - QR); PHYS 104 (Einstein); PHYS 106 (Astronomy: Planets and Moons); PHYS 107 (Astronomy: Stars and Galaxies - QR); PHYS 108 (Geology); and PHYS 109 (Origins). These courses are suitable for diversification in the sciences and are accessible to any Kenyon student regardless of class year or prior preparation. Those including the QR designation also satisfy the college's quantitative reasoning requirement, making regular, weekly use of numerical, statistical, and/or graphical techniques to help students explore the material in quantitative ways. All contain some laboratory sessions in which students gain experience with the phenomena discussed in lectures. Usually, one or two such courses are offered each year.

Upperclass students seeking a one-year survey of physics with laboratory should take PHYS 130 and 135 (General Physics I and II) and the co-requisite laboratory courses, PHYS 141 and 146 (see above). Entry into PHYS 130 and 135 requires sophomore standing; no first-year students will be admitted to these courses.

Requirements for the Major

The minimum requirements for a major in physics consist of the following:

- PHYS 140; 110 or 141; 145; 146; 240; 241; 245. In extraordinary circumstances, PHYS 130 and 135 may be substituted for PHYS 140 and 145 with permission of the department chair.
- One unit of experimental physics including both PHYS 380 and 385, the rest being chosen from among PHYS 381, 382, 386, and 387.
- One unit of theoretical physics selected from PHYS 340, 350, 355, 360, 365, 370, or 375; including at least one of PHYS 340, 350, or 360.
- One half unit of computational physics chosen from PHYS 270 or PHYS 218. (Note that PHYS 218 has a prerequisite of MATH 118 and is not offered every year.)
- One-half additional unit selected from experimental or theoretical physics courses numbered above 320.
- MATH 111, 112, and 213, or equivalent; and either MATH 224 or 333.

Students of the class of 2012 may substitute PHYS 280 and 281 (1.5 unit total) for PHYS 380, 381 and 382 (1.5 unit total) and may substitute PHYS 246 (0.25 unit) for PHYS 270 (0.5 unit) in the above requirements.

Additional physics courses are encouraged. A student preparing for graduate study in physics should enroll in several advanced physics courses in addition to the minimum requirements and is encouraged to take further work in mathematics and chemistry. A student preparing for graduate study should expect to average about 2.25 units per semester. Care should be taken to satisfy the College's graduation requirement to take nine units outside of the major department.

Note: All courses in physics numbered above 220 have as prerequisites PHYS 140 and 145 and MATH 111 and 112, unless otherwise noted. PHYS 141, 146, 241, and courses numbered 380-387 are laboratory courses involving substantial experimental work.

Senior Exercise

The Senior Exercise includes the presentation of a talk on a topic in physics at a department colloquium and a comprehensive written exam in physics.

Honors

Honors work in physics involves directed research on a specific topic in experimental, theoretical, or computational physics, culminating in a written thesis, an oral presentation at a departmental colloquium, and an examination by an outside specialist.

Requirements for the Minor

The department offers two minors, physics and astronomy. Students considering one of these minors should work with a faculty member in the physics department as the minor is being planned, since some courses are not offered every year.

Requirements for the Physics Minor

The program for a minor in physics consists of the following:

- PHYS 140; 110 or 141; 145; 146; 240; 241. PHYS 130 and 135 may be substituted for 140 and 145 with permission of the department chair.
- One additional unit selected from physics courses numbered above 220.

This minor is open to students with all majors, but may be especially attractive to students in disciplines that have strong ties to physics, such as chemistry, mathematics, and biology. Other combinations of introductory courses may also be acceptable. Note: All courses in physics numbered above 220 have as prerequisites PHYS 140, 141, 145, 146, and MATH 111 and 112, unless otherwise noted.

Requirements for the Astronomy Minor

The program for a minor in astronomy consists of the following:

- Both 100-level astronomy courses: PHYS 106 and 107;
- A year of introductory physics with lab: PHYS 130 and 135 or 140 and 145; 110 or 141; 146.
- An additional .5 unit selected from all physics courses (see suggestions below).

There are several options for the choice of the fifth course. While any of the 100-level courses could be used, specific intermediate courses accessible upon completion of the introductory sequence with lab are also good choices. For example, PHYS 240, 241 (Fields and Spacetime) provide further experience with the foundations of physics. PHYS 218 and 219 explore computational approaches to problem solving using examples from astronomy, physics, and other sciences. Other options may include independent study and special topics courses related to astronomy.

Note that College rules prohibit a student from receiving a minor in the same department as his or her major. Thus, a physics major may not elect to minor in astronomy.

Physics Courses

PHYS 102 Good Nukes, Bad Nukes

Credit: 0.5 **QR**

Nuclear power produces needed energy, but nuclear waste threatens our future. Nuclear weapons make us strong, but dirty bombs make us vulnerable. Nuclear medicine can cure us, but nuclear radiation can kill us. Radio-carbon dating tells us about the past, but challenges our religious faith. "Good Nukes, Bad Nukes" is designed to give each student the scientific knowledge necessary to understand and participate in public discussions of nuclear issues. The concepts include classification of nuclei, the types of energy (radiation) released in nuclear reactions, the interactions of that radiation with matter, including human health effects, and the design of nuclear reactors and nuclear weapons. Hands-on demonstrations and experiments will explore radioactive decay, anti-matter, transmutation of atoms, nuclear detectors, and interactions of radiation with matter. We will apply the core concepts to understanding contemporary issues such as: electric power generation using nuclear energy, including its environmental effects; advances in nuclear medicine; the challenges of preventing nuclear weapons proliferation; the threat of "dirty bombs"; and dating the Creation. We will also cover the history of the Manhattan Project and the use of nuclear weapons that brought an end to World War II. The course will offer a field trip to at least one significant nuclear site in Ohio. This course is designed to be accessible to any Kenyon student, so there are no prerequisites.

PHYS 104 Einstein

Credit: 0.5 **QR**

A hundred years ago, Albert Einstein helped to launch a far-reaching revolution in physics. His relativity theories are justly famous; but he also made amazing discoveries about quantum mechanics and the statistical properties of matter and radiation. This course will focus on Einstein's life, his scientific contributions, and his role in the creation of modern physics. We will find that his insights are significant, not just for microscopic particles or distant galaxies, but for the phenomena of everyday life. Lectures, discussions, and readings (including Einstein's own works) will be supplemented by laboratory experiments (at times to be arranged). The course will have some mathematical content—simple algebra and geometry—but should be accessible to any Kenyon student. No prerequisites.

PHYS 105 Frontiers of Gravity and Astrophysics

Credit: 0.5 **QR**

Gravity is at once the most familiar and most mysterious of the basic forces of nature. It shapes the formation, structure and motion of stars, galaxies and the cosmos itself. Also, because gravity affects everything, it enables us to investigate parts of the universe that are otherwise invisible to us. This course, accessible to all students, will explore the role of gravity in three vibrant areas of contemporary astrophysics: the search for planets beyond our solar system, the discovery of giant black holes in the nuclei of galaxies, and the evidence for dark matter and dark and dark energy in our universe. In addition to the scheduled lecture/discussion meetings, students will be required to meet a few times during the semester for evening laboratories. No prerequisites.

PHYS 106 Astronomy: Planets and Moons

Credit: 0.5

This course, designed primarily for non-science majors, gives an introduction to the modern understanding of the solar system, including planets, moons, and smaller bodies (asteroids, comets, meteorites). Topics include planetary interiors, surface modification processes, planetary atmospheres, and the evolution of the solar system. Students will also attend evening laboratory sessions utilizing a variety of methods for exploring space-science topics, including telescopic observations, computer simulations, and laboratory exercises. No prerequisites.

PHYS 107 Astronomy: Stars and Galaxies

Credit: 0.5 **QR**

Accessible to all students, this course surveys current knowledge of the physical nature of stars and galaxies. Topics include the sun and other stars, the evolution of stars, interstellar matter, the end products of stellar evolution (including pulsars and black holes), the organization of stellar systems such as clusters and galaxies, and the large-scale structure of the universe itself. Evening laboratory sessions will include telescopic observation, laboratory investigations of light and spectra, and computer modeling and simulation exercises. No prerequisites.

PHYS 108 Geology

Credit: 0.5

As an introduction to the geosciences designed for all students, this course surveys a wide range of physical geology topics. Our initial coverage of minerals and rocks, the basic building blocks of the world around us, includes discussions of the environments in which they form and the major processes operating in these environments. Hands-on exercises are designed to aid in the identification of these basic components of the Earth and to teach students how to recognize clues to their formation. Students will use this knowledge in a series of self-guided on-campus "field trips." Our coverage of plate tectonics includes discussions of the major evidence in support of this grand unifying theory of geology, including seismicity and earthquakes, volcanism and plutonic activity, orogenesis and structural geology, and geomagnetism and paleogeographic reconstruction. We will establish these ideas in a global context and apply them to the geologic history of the North American continent. Requirements include laboratory exercises, on-campus field trips, at least one off-campus field trip, and small group projects. No prerequisites.

PHYS 109 Origins

Credit: 0.5

Around us we see a vast, expanding universe of galaxies. The galaxies are composed of stars around some of which orbit planets. At least one of these planets in the universe is inhabited by an astoundingly complex set of living things. Where did all this come from? This course presents an overview of the formation and evolution of the universe, the solar system, planet Earth, and life on our planet. Lectures and readings will be supplemented by astronomical observations, computer simulations, and laboratory experiments (at times to be arranged.) The course has no prerequisites and is accessible to any Kenyon student.

PHYS 110 First-Year Seminar in Physics

Credit: 0.25 **QR**

The goal of this seminar is to explore a specific topic in physics that is of current significance as well as challenging to first-year students. Generally, the topics will be varied from year to year, and in the past, the seminar has explored topics such as material science, nanoscience, astrophysics, particle physics, biological physics, and gravitation. In addition to introducing the fundamental physics related to these topics, the course will expose students to recent developments, as the topics are often closely related to the research area of faculty teaching the seminar. The seminar meets twice-a-week for lectures, discussions, laboratory experiments, and computer exercises. It is open only for first-year students who are concurrently enrolled in or have placed out of PHYS 140 (Classical Physics). It fulfills the concurrent laboratory requirement of PHYS 140 and serves as a solid preparation for PHYS 146 (Introduction to Experimental Physics II).

PHYS 130 General Physics I

Credit: 0.5 **QR**

This course is the first course in a one-year introductory physics sequence. Topics include Newtonian mechanics, work and energy, wave phenomena, fluids, and thermodynamics. When possible, examples will relate to life-science contexts. The course will be taught using a combination of lectures, in-class exercises, homework assignments, and examinations. A knowledge of calculus is not required. Prerequisites: high-school algebra and trigonometry. Co-requisite: PHYS 141.

PHYS 135 General Physics II

Credit: 0.5 **QR**

This course focuses on a wide variety of physics topics relevant to students in the life sciences. Topics include electricity and magnetism, geometrical and physical optics, atomic physics, X-rays, radioactivity, and nuclear physics. When possible, examples will relate to life-science contexts. The course will be taught using a combination of lectures, in-class exercises, homework assignments, and examinations. Prerequisites: PHYS 130. Co-requisite: PHYS 146.

PHYS 140 Classical Physics

Credit: 0.5 **QR**

This lecture course is the first in a three-semester, calculus-based introduction to physics. Topics include the kinematics and dynamics of particles and solid objects, work and energy, linear and angular momentum, and gravitational, electrostatic, and magnetic forces. PHYS 140, 145, and 240 are recommended for students who may major in physics, and are also appropriate for students majoring in other sciences and mathematics. The course will be taught using a combination of lectures, in-class exercises, homework assignments, and examinations. Prerequisite: trigonometry. Co-requisite: (first year students) PHYS 110; (upperclass students) PHYS 141; and MATH 111 or 112 taken concurrently, or equivalent. (While calculus is a co-requisite, we will develop the necessary mathematical tools in our lectures as well.) PHYS 140 is open only to first- and second-year students.

PHYS 141 Introduction to Experimental Physics I

Credit: 0.25 **QR**

This laboratory course meets one afternoon each week and is organized around weekly experiments that demonstrate the phenomena of classical mechanics, including projectile motion, rotation, electrical circuits and fields, and conservation of energy and momentum. Lectures cover the theory and instrumentation required to understand each experiment. Experimental techniques emphasize computerized acquisition and analysis of video images to study motion. Students are introduced to computer-assisted graphical and statistical analysis of data as well as the analysis of experimental uncertainty. Enrollment is limited to sixteen students in each section. Co-requisite: PHYS 130 or 140.

PHYS 145 Modern Physics

Credit: 0.5 **QR**

This lecture course is a continuation of the calculus-based introduction to physics, PHYS 140, and focuses on the physics of the twentieth century. Topics include geometrical and wave optics, special relativity, photons, photon-electron interactions, elementary quantum theory (including wave-particle duality, the Heisenberg uncertainty principle, and the time-independent Schrodinger equation), atomic physics, solid-state physics, nuclear physics, and elementary particles. PHYS 145 is recommended for students who may major in physics, and is also appropriate for students majoring in other sciences or mathemat-

ics. The course will be taught using a combination of lectures, in-class exercises, homework assignments, and examinations. Prerequisite: PHYS 140 and MATH 111 (or permission of the instructor). Co-requisite: PHYS 146 and MATH 112 taken concurrently (or permission of the instructor). Open only to first- and second-year students.

PHYS 146 Introduction to Experimental Physics

Credit: 0.25 **QR**

This laboratory course is a co-requisite for all students enrolled in PHYS 135 or 145. The course meets one afternoon each week and is organized around weekly experiments demonstrating the phenomena of waves, optics, x-rays, and atomic and nuclear physics. Lectures cover the theory and instrumentation required to understand each experiment. Experimental techniques include the use of lasers, x-ray diffraction and fluorescence, optical spectroscopy, and nuclear counting and spectroscopy. Students are introduced to computer-assisted graphical and statistical analysis of data, as well as the analysis of experimental uncertainty. Enrollment is limited to sixteen students in each section. Prerequisite: PHYS 110 or 141. Co-requisite: PHYS 135 or 145.

PHYS 210 Intermediate Seminar in Physics

Credit: 0.25

See the course description for PHYS 110. This course will cover the same material but in greater depth, using physics learned in previous courses. This course will meet once each week for a combination of lectures, discussion of assigned readings, small group problem-solving sessions, demonstrations, and experimental work. Prerequisites: one year of introductory physics at the college level. PHYS 210 may be repeated, as topics vary from year to year.

PHYS 218 Dynamical Systems in Scientific Computing

Credit: 0.5 **QR**

The advent of widespread computing power has led to a revolution in our understanding of the natural world. Using computer models, scientists in all disciplines have been able to explore systems that are mathematically intractable. Surprising commonalities among systems have been discovered that have led to new ways of classifying phenomena and to a strong interdisciplinary perspective. In this class, students will get hands-on experience in numerical exploration using new techniques applied to many areas of science. Students will write programs to solve ordinary differential equations and to model electrical circuits, orbital motion, and chemical reaction rates. In every case, students will implement these techniques in a programming language and build their programming skills. Prerequisites: MATH 118, PHYS 270, or permission of the instructor.

PHYS 219 Complex Systems in Scientific Computing

Credit: 0.5 **QR**

The underlying laws governing nature are usually fairly simple, yet the phenomena of nature are often extremely complex. How can this happen? In this course we discuss several definitions of "complexity" and use computers to explore how simple rules can give rise to complex behavior. We will construct cellular automata and related models to simulate a variety of systems: the growth of random fractals, the spread of forest fires, magnetic materials near phase transitions, the statistics of avalanches, the movements of flocks of birds, and even the formation of traffic jams. A number of common ideas and characteristics will emerge from these explorations. Since the computer is our primary tool, some knowledge of computer programming will be required. Prerequisite: MATH 118 or PHYS 270 or permission of the instructor.

PHYS 240 Fields and Spacetime

Credit: 0.5 **QR**

This lecture course is the third semester of the calculus-based introductory sequence in physics, which begins with PHYS 140 and PHYS 145. Topics covered include electric charge, electric and magnetic fields, electrostatic potentials, Ampere's law, electromagnetic induction, Maxwell's equations in integral form, electromagnetic waves, the postulates of the special theory of relativity, relativistic kinematics and dynamics, and the connections between special relativity and electromagnetism. This course may be an appropriate first course for particularly strong students with advanced placement in physics; such students must be interviewed by and obtain permission from the chair of the physics department. Prerequisites: PHYS 140 and 110 (or 141) or equivalent. Co-requisite: PHYS 241 and MATH 112 or equivalent.

PHYS 241 Fields and Spacetime Laboratory

Credit: 0.25 **QR**

This lecture and laboratory course is required for all students enrolled in PHYS 240 and is a prerequisite for all physics courses numbered above 241. The course is organized around experiments demonstrating various phenomena associated with electric and magnetic fields. Lectures cover the theory and instrumentation required to understand each experiment. Laboratory work emphasizes computerized acquisition and analysis of data, the use of a wide variety of modern instrumentation, and the analysis of experimental uncertainty. Prerequisite: PHYS 140 and 110 or 141 or equivalent. Co-requisite: PHYS 240.

PHYS 245 Oscillations and Waves

Credit: 0.5 **QR**

The topics of oscillations and waves serve to unify many subfields of physics. This course begins with a discussion of damped and undamped, free and driven, and mechanical and electrical oscillations. Oscillations of coupled bodies and normal modes of oscillations are studied along with the techniques of Fourier analysis and synthesis. We then consider waves and wave equations in continuous and discontinuous media, both bounded and unbounded. The course may also treat properties of the special mathematical functions that are the solutions to wave equations in non-Cartesian coordinate systems. Prerequisite: PHYS 240 or equivalent or permission of instructor. Co-requisites: MATH 213.

PHYS 270 Introduction to Computational Physics

Credit: 0.5 **QR**

As modern computers become more capable, a new mode of investigation is emerging in all science disciplines: the use of the computer to model the natural world and solving the model equations numerically rather than analytically. Thus, computational physics is assuming a co-equal status with theoretical and experimental physics as a way to explore physical systems. This course will introduce the student to the methods of computational physics, numerical integration, numerical solutions of differential equations, Monte Carlo techniques, and others. Students will learn to implement these techniques in the computer language Fortran, the most widely used high-level programming language in computational physics. In addition, the course will expand students' capabilities in using a symbolic algebra program (Mathematica) to aid in theoretical analysis and in scientific visualization. Prerequisites: PHYS 240 and Math 112.

PHYS 340 Classical Mechanics

Credit: 0.5 **QR**

This lecture course begins by revisiting most of the Newtonian mechanics learned in introductory physics courses but with added mathematical sophistication. A major part of the course will be spent in understanding an alternate description to that of the Newtonian picture: the Lagrange-Hamilton formulation. The course will also cover the topics of motion in a central field, classical scattering theory, motion in non-inertial reference frames, and dynamics of rigid body rotations. Prerequisites: PHYS 245 and MATH 213.

PHYS 350 Electricity and Magnetism

Credit: 0.5 **QR**

In this course we develop further the basic concepts of electricity and magnetism previously discussed in Fields and Spacetime (PHYS 240) and introduce mathematical techniques for analyzing and calculating static fields from source distributions. These techniques include vector calculus, Laplace's equation, the method of images, separation of variables, and multipole expansions. We will then revisit Maxwell's equations and consider the physics of time-dependent fields and the origin of electromagnetic radiation. Other topics to be discussed include the electric and magnetic properties of matter. This course provides a solid introduction to electrodynamics and is a must for students who plan to study physics in graduate school. Prerequisites: PHYS 240, PHYS 245, and MATH 213 (may be taken concurrently).

PHYS 355 Optics

Credit: 0.5 **QR**

The course begins with a discussion of the wave nature of light. The remainder of the course is concerned with the study of electromagnetic waves and their interactions with lenses, apertures of various configurations, and matter. Subjects include the properties of waves, reflection, refraction, interference, and Fraunhofer and Fresnel diffraction, along with Fourier optics and coherence theory. Prerequisite: PHYS 350 or consent of the instructor.

PHYS 360 Quantum Mechanics

Credit: 0.5 **QR**

This course presents an introduction to theoretical quantum mechanics. Topics to be covered include wave mechanics, the Schrodinger equation, angular momentum, the hydrogen atom, and spin. Prerequisites: PHYS 245 and MATH 213.

PHYS 365 Atomic and Nuclear Physics

Credit: 0.5 **QR**

This course covers applications of quantum mechanics to atomic, nuclear, and molecular systems. Topics to be covered include atomic and molecular spectra, the Zeeman effect, nuclear structure and reactions, cosmic rays, scattering, and perturbation theory. Prerequisite: PHYS 360.

PHYS 370 Thermodynamics and Statistical Mechanics

Credit: 0.5 **QR**

This introduction to thermodynamics and statistical mechanics focuses on how microscopic physical processes give rise to macroscopic phenomena; that is, how, when averaged, the dynamics of atoms and molecules can explain the large-scale behavior of solids, liquids, and gases. We extend the concept of conservation of energy to include thermal energy, or heat, and develop the concept of entropy for use in determining equilibrium states. We then apply these concepts to a wide variety of physical systems, from steam engines to superfluids. Prerequisite: PHYS 240.

PHYS 375 Condensed Matter Physics

Credit: 0.5 **QR**

Modern field theories may find their inspiration in the quest for understanding the most fundamental forces of the universe, but they find crucial tests and fruitful applications when used to describe the properties of the materials that make up our everyday world. In fact, these theories have made great strides in allowing scientists to create new materials with properties that have revolutionized technology and our daily lives. This course will include: crystal structure as the fundamental building block of most solid materials; how crystal lattice periodicity creates electronic band structure; the electron-hole pair as the fundamental excitation of the "sea" of electrons; and Bose-Einstein condensation as a model for superfluidity and superconductivity. Additional topics will be selected from the renormalization group theory of continuous phase transitions, the interaction of light with matter, magnetic materials, and nano-structures. There will be a limited number of labs, at times to be arranged, on topics such as crystal growth, X-ray diffraction as a probe of crystal structure, specific heat of metals at low temperature,; and spectroscopic ellipsometry. Prerequisite: PHYS 245.

PHYS 380 Introduction to Electronics

Credit: 0.25 **QR**

This course will build upon the foundation developed in PHYS 240 and 241 for measuring and analyzing electrical signals in DC and AC circuits, introducing you to many of the tools and techniques of modern electronics. Familiarity with this array of practical tools will prepare you well for engaging in undergraduate research opportunities as well as laboratory work in graduate school or industry settings. You will learn to use oscilloscopes, meters, LabView, and various other tools to design and characterize simple analog and digital electronic circuits. The project-based approach used in this and associated courses (PHYS 381, PHYS 382) fosters independence and creativity, while the hands-on nature of the labs and projects will help you build practical experimental skills including schematic and spec sheet reading, soldering, interfacing circuits with measurement or control instruments, and trouble-shooting problems with components, wiring, and measurement devices. In each of these three courses, you will practice documenting your work thoroughly, by tracking your work in your lab notebook with written records, diagrams, schematics, data tables, graphs, and program listings. You will also engage in directed analysis of the theoretical operation of components and circuits through lab notebook explanations, worksheets, and occasional problem sets, and in each course you may be asked to research and present to the class a related application of the principles you learn during your investigations. This course is required as part of the one unit of upper-level experimental physics coursework to complete the major in physics. Prerequisites: PHYS 240, PHYS 241.

PHYS 381 Projects in Electronics 1

Credit: 0.25 **QR**

In this course, you will explore circuit design and analysis for active and passive analog element circuits, from the physics of the components (semiconductor diodes, transistors) to the behavior of multistage circuits. Experiments will include voltage source and current source power supplies, transistors, gain and isolation amplifier designs, and frequency-sensitive feedback networks. Prerequisite: PHYS 380 (may be taken concurrently). Offered every other year.

PHYS 382 Projects in Electronics 2

Credit: 0.25 **QR**

In this course, you will investigate the operation of integrated circuit chips (ICs), the fundamental building blocks of electronic devices, from personal computers, cell phones, and iPods to sophisticated control systems in use across the spectrum of research and industry today. Experiments will touch on applications such as counting, timing, multiplexing, analog-to-digital conversion, and instrument control. Prerequisite: PHYS 380 (may be taken concurrently). Offered every other year.

PHYS 385 Advanced Experimental Physics 1

Credit: 0.25 **QR**

This course is an introduction to upper-level experimental physics that will prepare you for work in original research in physics and for work in industry applications of physics. You will acquire skills in experimental design, observation, material preparation and handling, and equipment calibration and operation. The experiments will be selected to introduce you to concepts, techniques, and equipment useful in understanding physical phenomena across a wide range of physics subdisciplines, with the two-fold goal of providing you with a broad overview of several branches of experimental physics and preparing you to undertake any of the experiments found in the successor courses, PHYS 386 and 387. Prerequisites: PHYS 145, PHYS 240, PHYS 241. Offered every year.

PHYS 386 Advanced Experimental Physics 2

Credit: 0.25 **QR**

In this course you will explore fundamental physical interactions between light and matter, such as Compton scattering, Rayleigh and Mie scattering, and matter-antimatter annihilation, while also learning to use common nuclear and optical detection and analysis techniques. Prerequisite: PHYS 385 (may be taken concurrently). Offered every other year.

PHYS 387 Advanced Experimental Physics 3

Credit: 0.25 **QR**

In this course you will probe the structure of solids using X-ray crystallography and atomic force microscopy, study the physical properties of semiconductors, and use the manipulation of magnetic fields to examine the resonant absorption of energy in atoms and nuclei. Prerequisite: PHYS 385 (may be taken concurrently). Offered every other year.

PHYS 493 Individual Study

Credit: 0.13-0.25

Individual studies may involve various types of inquiry: reading, problem solving, experimentation, computation, etc. To enroll in individual study, a student must identify a physics faculty member willing to guide the course and work with that professor to develop a description. The description should include: topics and content areas, learning goals, prior coursework qualifying the student to pursue the study, resources to be used (e.g., specific texts, instrumentation), a list of assignments and the weight of each in the final grade, and a detailed schedule of meetings and assignments. The student must submit this description to the Physics Department chair. In the case of a small-group individual study, a single description may be submitted, and all students must follow that plan. The amount of work in an individual study should approximate the work typically required in other physics courses of similar types at similar levels, adjusted for the amount of credit to be awarded. Ordinarily, individual study courses in physics are designed for .25 unit of credit. Individual study courses should supplement, not replace, courses regularly offered by the department. Only in unusual circumstances will the department approve an individual study in which the content substantially overlaps that of a regularly offered course. Students contemplating individual study should plan well in advance, preferably the semester before the proposed project.

PHYS 497Y Senior Honors

Credit: 0.5

This course offers guided experimental or theoretical research for senior honors candidates. Prerequisite: permission of department chair.

PHYS 498Y Senior Honors

Credit: 0.5

This course offers guided experimental or theoretical research for senior honors candidates. Prerequisite: permission of department chair.

Political Science

Social Sciences Division

The Department of Political Science offers students a vibrant and challenging 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 sensitive awareness of opposing points of view in th political debates of our time.

Throughout the program, the emphasis is on the fundamental ideas concerning human nature, justice, and the purposes of government. Course readings present students with differing points of view. Students are encouraged to participate in discussion and debate of controversial questions.

New Students

The Department of Political Science offers several introductory courses for diversification. We especially recommend PSCI 101Y-102Y (Quest for Justice). It is the only political science course designed expressly for first-year students. Although PSCI 101Y-102Y is not required for a major in political science, we strongly recommend it as an introduction to the department's program. This course is broad in scope and is designed to provide an effective introduction to college work in the humanities and social sciences generally. If you wish to take a political science course for diversification as a sophomore or above, we call your attention to the introductory courses offered in each of our subfields: PSCI 200 (American Politics), PSCI 220, 221 (Political Philosophy), PSCI 240 (Comparative Politics), and PSCI 260 (International Relations). In the spring semester, first-year students who are taking The Quest for Justice may register for one of the department's required 200-level foundation courses in American politics, comparative politics, and international relations with the permission of the instructor.

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.

The Curriculum

Quest for Justice, PSCI 101Y-102Y

This year-long course is taught as a first-year seminar, with class size kept, as much as possible, to a maximum of eighteen students. There are usually seven or eight sections of the course, all with common readings. Sessions are conducted through discussion, thereby helping students overcome any reservations they may have about their capacity to make the transition from high school to college work.

The course, which emphasizes the development of reading, writing, and speaking skills, is an introduction to the serious discussion of the most important questions concerning political relations and human well-being. These are controversial issues that in the contemporary world take the form of debates about multiculturalism, diversity, separatism, gender equality, and the like; but, as students will discover here, these are issues rooted in perennial questions about justice. In the informal atmosphere of the seminar, students get to know one another well and debate often continues outside of class.

So that students may prepare adequately for each class, assignments from the common syllabus tend to be short. The course is designed to develop analytical skills through careful reading and effective discussion. Six to eight brief analytical papers are assigned and carefully graded (for grammar and style as well as intellectual content). Instructors discuss the papers individually with students. Thus, this is also a "writing course" as well as one devoted to thinking and discussion.

The papers typically account for 60 percent of the course grade, with the remainder dependent on class participation and the final examination. On the first day of class of each term, every student receives a syllabus listing the assignments by date, due dates of the short papers, examination dates, and all other information that will enable the student to know what is expected in the course and when.

Introductory Subfield Courses

The following courses are particularly recommended to sophomores, juniors, and seniors new to the political science curriculum.

I. American Politics

PSCI 200D Liberal Democracy in America

This introductory American politics course begins with a study of the American founding, including readings from the Federalist Papers. We then study each of the major institutions of our political system: the presidency, bureaucracy, Congress, Supreme Court, political parties and elections, and other topics. The course concludes with a broad overview of the character of liberal democracy, through a reading of de Tocqueville's Democracy in America.

II. Political Philosophy

PSCI 220 History of Political Philosophy: The Classical Quest for Justice

PSCI 221 History of Political Philosophy: The Modern Quest for Justice

These courses form our introductory sequence for the field of political philosophy. The sequence is taught every year, with two sections

offered each semester; each section averages twenty-five to thirty students. The classes are taught with lectures and discussions. The first semester concentrates on Plato and Aristotle. We read Platonic dialogues such as the Apology, Crito, and the Republic, and Aristotle's Politics and Ethics.

The second semester examines and evaluates the revolutionary challenge to classical and medieval political philosophy posed by such writers as Machiavelli in The Prince and Discourses, Hobbes in The Leviathan, Locke in the Second Treatise, and Rousseau in the Social Contract and Discourses. In order to compare and evaluate critically the philosophic views that have shaped our own political and psychological opinions, these classes emphasize careful reading of the texts.

III. Comparative Politics

PSCI 240 Modern Democracies

This course explores the practice of democracy in contemporary Western liberal democracies, the breakdown of democracy, and the challenges of implanting democracy in non-Western settings. This course is taught in a lecture-and-discussion format, with sections averaging twenty-five students.

IV. International Relations

PSCI 260 International Relations

This course provides an introduction to the study of international relations. It focuses on three central themes: (1) contending theories of international relations; (2) the rise of the modern international system; and (3) recent developments in the international arena.

Requirements for the Major

Students majoring in political science must complete 5 units in the subject, including PSCI 220 and 221; 240; 260; and 1 unit of work in American politics. The American politics unit consists of PSCI 200D and any semester course numbered from 300 through 315. Every major must also take .5 unit of work in either comparative politics or international relations beyond the introductory courses in those subfields, and at least one political science seminar, each of which is limited to fifteen students. The introductory course in political science, PSCI 101Y-102Y (Quest for Justice), is designed for first-year students and is recommended for all students considering a major in political science. Though not required, this course does count toward the major.

There are a number of upperclass electives open to students without any prerequisites, but we encourage students seeking an exposure to political science to begin with the core courses of our curriculum: PSCI 101Y-102Y; 200D; 220 and 221; 240; and 260.

Senior Exercise

The Senior Exercise in political science is a five-hour comprehensive examination scheduled for the Saturday one week before spring break. The exam is divided into two parts, in each of which students answer two two-and-one-half-hour questions that cut across subfields and require integration and application of knowledge learned in various courses. In one part, the questions will focus more on political theory and, to a lesser extent, American politics. In the other, the questions will focus more on comparative, American, and international politics.

Honors

The Honors Program in political science is designed to recognize and encourage exceptional scholarship in the discipline and to allow able students to do more independent work in the subject than is otherwise permitted. Honors candidates are admitted into the program based on an oral examination conducted by faculty members, normally at the end of the junior year, and a minimum grade point average of 3.50. Political science majors who are considering honors are encouraged (but not required) to enroll in PSCI 397 (Junior Honors) during their junior year.

Political Science Courses

PSCI 101Y Quest for Justice

Credit: 0.5

This course explores the relationship between the individual and society as exemplified in the writings of political philosophers, statesmen, novelists, and contemporary political writers. Questions about law, political obligation, freedom, equality, and justice and human nature are examined and illustrated. The course looks at different kinds of societies such as the ancient city, modern democracy, and totalitarianism, and confronts contemporary issues such as race, culture, and gender. The readings present diverse viewpoints and the sessions are conducted by discussion. The course is designed primarily for first-year students. Offered every year.

PSCI 102Y Quest for Justice

Credit: 0.5

See description for PSCI 101Y.

Instructor: Staff

PSCI 200D Liberal Democracy in America

Credit: 0.5

The course explores the guiding principles, major institutions, and national politics of the American political system. The Founders' view of liberal democracy and of the three branches of our government (presented in the *Federalist Papers*) will provide the basis for consideration of the modern Supreme Court, presidency, bureaucracy, Congress, news media, and political parties and elections. The course concludes with Tocqueville's broad overview of American democracy and its efforts to reconcile liberty and equality. The themes of the course will be illustrated by references to current political issues, events, and personalities. Prerequisite: sophomore standing or permission of the instructor. Offered every year. This course is the same as AMST 200D, listed in the American Studies Program.

Instructor: Camerra-Rowe, Elliott

PSCI 220 Classical Quest for Justice

Credit: 0.5

This course introduces students to classical political philosophy through an analysis of Plato's *Apology* and *Republic* and Aristotle's *Ethics* and *Politics*. The course addresses enduring questions about the community, the individual, happiness, and justice. Other themes to be discussed include the ideal political order, the character of virtue or human excellence, the relationship between politics and other aspects of human life (such as economics, the family, and friendship), the political responsibility for education, and philosophy as a way of life. Prerequisite: sophomore standing. Offered every year.

Instructor: D. Leibowitz

PSCI 221 Modern Quest for Justice

Credit: 0.5

This course examines and evaluates the world revolutionary challenge to classical political philosophy posed by such writers as Machiavelli

in his *Prince* and *Discourses*, Hobbes in the *Leviathan*, and political writings of Locke, Rousseau, and Nietzsche. We will consider the differing views of these authors about how best to construct healthy and successful political societies; the role of ethics in domestic and foreign policy; the proper relations between politics and religion, and between the individual and the community; the nature of our rights and the origin of our duties; and the meaning of human freedom and the nature of human equality. Prerequisite: sophomore standing. Offered every year.

Instructor: Baumann, Jensen

PSCI 240 Modern Democracies

Credit: 0.5

Representative democracy came to be the most common form of government in Europe and the Americas in the twentieth century, and in the last half of the century it became increasingly popular among the peoples of the rest of the world. Representative democracy takes many forms and confronts many constraints in its implementation. This course will explore the institutional variety of representative democracy, the causes of political stability and instability in democratic regimes, and the possibility of successful creation of democratic regimes in countries in which the political culture has not traditionally supported democracy. Case studies may include Great Britain, Germany, Japan, Russia, and Mexico. Prerequisite: sophomore standing or permission of the instructor. Offered every year.

Instructor: Camerra-Rowe, Klesner

PSCI 260 International Relations

Credit: 0.5

This course provides a brief introduction to the study of international relations. It focuses on three central themes: (1) contending theories of international relations; (2) the rise of the modern international system; and (3) recent developments in the international arena. Other topics will include the causes of war and the chances of peace, the shift from politics based primarily on military power to more complex relations rooted in politics among democracies, economic interdependence and dependency, and the recent resurgence of nationalism and ethnic conflict. Issues such as nuclear proliferation, human rights, peaceful conflict resolution, and the role of ethics in international politics may also be covered. Prerequisite: sophomore standing or permission of the instructor. Offered every year.

Instructor: McKeown, Rowe,Van Holde

PSCI 261 America and the World in the Twenty-First Century

Credit: 0.5

This course explores the U.S. role in world politics at the beginning of the twenty-first century. Not only does the United States face a number of new challenges—from building democracy in the Middle East, to defending against catastrophic terrorism, to managing globalization—but many of the institutions and alliances that previously served U.S. interests and structured world order have come under increasing stress from U.S. actions. We will explore topics such as whether the United States should pursue a more multilateral or unilateral foreign policy, the origins and implications of the Bush doctrine, American relations with key allies, and how to manage the most important challenges of the twenty-first century. Prerequisite: sophomore standing or permission of the instructor.

Instructor: Rowe

PSCI 280 Political Analysis

Credit: 0.5 QR

Political scientists increasingly employ quantitative tools to analyze politics. In this course students will be introduced to the fundamentals of quantitative political analysis. The core of the course will be devoted to the basic linear regression model and its variants, which are used widely in political science research. We will also cover hypothesis formation and hypothesis testing, basic descriptive statistics, and the presentation via tables and charts of the findings of quantitative analysis. To better situate quantitative analysis within the discipline, we will also introduce qualitative methods and discuss research design. Prerequisite: sophomore standing.

Instructor: Erler

PSCI 300 Congress and Public Policymaking

Credit: 0.5

Does the U.S. Congress possess the capacity for independent and effective law-making, budgeting, and oversight of the executive? To what extent has Congress ceded policymaking responsibility to the president? How does Congressional performance vary across policy areas and what accounts for these variations? How have recent reforms affected Congressional performance? This course explores these questions by examining the historical development and contemporary performance of the U.S. Congress. We will analyze the factors that influence the policymaking process, including the electoral setting in which legislators operate, the relationship of Congress to interest groups, and the party and committee systems within the institution. We will also analyze the performance of Congress in several policy areas. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every two years.

Instructor: Camerra-Rowe

PSCI 301 The American Presidency

Credit: 0.5

This course explores different views of the presidency and the nature of presidential leadership. The Founders' view will be compared with developments since Franklin Roosevelt, including the imperial and post-imperial presidencies. A central concern will be understanding the constitutional powers of and restraints on the modern president. We will study presidential selection, the president's relations with other parts of the government, and the president's role in domestic and foreign policy making. The course concludes with a study of presidential leadership and of the proper ends and means by which to exercise political power, with particular attention to the presidencies of George H. W. Bush, Bill Clinton, George W. Bush, and Barack Obama. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every two years.

Instructor: Erler

PSCI 303 Elections and Political Parties

Credit: 0.5

This course examines the influence American citizens have on their government through political parties and elections. Major topics include the character of American parties; the political behavior and beliefs of American citizens, especially as voters; recent history of the party system and elections; election campaigning; the role of the news media in elections; the impact of public opinion and elections on government policies; the future of the party system; and an evaluation

of the party and electoral systems from the perspective of democratic theory. We will pay special attention to current or upcoming presidential and congressional elections. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every two years.

Instructor: Elliot

PSCI 304 News Media and American Politics

Credit: 0.5

How is American democracy shaped by the constantly evolving relationships among politicians, journalists, and citizens? What is news? How do journalists define their job? Is the news more a medium which allows politicians to manipulate the public, or is it the media that shapes public opinion? Or is it possible that the audience influences the news as much as it is influenced by it? The conflict between the media and the government is analyzed in terms of the constitutional rights of a free press and a political battle between an adversarial or biased press and a government of manipulating politicians. Current news serves as a testing ground for the ideas advanced by scholars, journalists, and politicians. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every other year.

Instructor: Elliott

PSCI 309 American Political History

Credit: 0.5

This course covers Hoover, F.D.R., farmers, city people, agrarian conservatives, labor, the unemployed, politicians, demagogues, free market vs. national planning, wartime mobilization and alliances, and much more. Among other themes, this course will analyze the development of modern liberalism, the modern party system, and the modern presidency. Additionally, it will assess social, cultural, and intellectual currents of the World War II era. Course materials will include biographies, novels, film, and historical studies. Prerequisite: at least sophomore standing and two semesters of American history or political science, or permission of instructor. Can be taken for either history (HIST 205) or political science credit.

Instructor: Elliott, Wortman

PSCI 310 Public Policy

Credit: 0.5

This course studies various views of the policymaking process in our national government and considers the different stages of policymaking, including how problems are defined, how new proposals emerge, and how certain solutions make it onto the national agenda and are debated before adoption, altered during implementation, and subsequently evaluated. We will also consider the role of politicians, experts, and bureaucrats in policymaking, study why specific policies were adopted, and debate whether these were the best possible policies. This course will analyze the policymaking process through case studies such as welfare reform, education, and national health insurance. This course is one of the required foundation courses for the Public Policy Concentration and is also open to other upperclass students. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every year.

Instructor: Erler

PSCI 312 American Constitutional Law

Credit: 0.5

The course explores basic issues in constitutional law relevant to the principles and problems of our liberal democracy. We begin with cases of the Marshall Court, which lay the foundations of our constitutional order, and define the role of the judiciary. But most of the course is devoted to controversial themes in our twentieth-century jurisprudence. Emphasis will be placed on recent Supreme Court decisions in the areas of equal protection of the laws, due process, the right to privacy, freedom of speech and press, religious freedom, and the separation of powers. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing. Offered every two years.

Instructor: Erler

PSCI 313 Making U.S. Foreign Policy

Credit: 0.5

The course analyzes how the American political system produces foreign policy decisions. In seeking to discover the domestic influences on American foreign policy, we shall examine how the original framers of the constitution intended for the policy process to proceed. We will then use case studies of American foreign policy decision-making to explore how policy actually gets formed, examining the role of various political institutions, including the president, Congress, the news media, public opinion, the bureaucracies of state and defense, and the National Security Council. Our case studies will include turning points in Cold-War American foreign policy such as the Cuban Missile Crisis and the Vietnam War as well as more current issues and events, including Bosnia, Afghanistan, and Iraq. How does a democracy make foreign policy? How does a democracy make decisions in an environment of partisan conflict and lack of consensus on the proper course of policy? This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing.

Instructor: McKeown

PSCI 320 Historicism

Credit: 0.5

Toward the nineteenth century, a number of thinkers began to embrace a novel idea: man does not have a fixed and enduring nature, but is the product of his times. History and culture replaced nature as the proper objects of philosophic inquiry, and eventually the possibility of philosophy itself was cast in doubt. In this course, we will examine the roots of historicism in Rousseau, Burke, and Kant, and its mature expression in Hegel, Marx, and Nietzsche. We might also examine notable contemporary historicists, like MacIntyre, and thinkers who question the basic historicist premise, like Strauss. Prerequisite: sophomore standing. Offered every three years.

Instructor: Spiekerman

PSCI 323 Politics and Literature

Credit: 0.5

This course explores perennial issues of politics broadly understood, as they are treated in literature. Topics vary from year to year. Most recently the course has focused on the question of freedom and tyranny. Prerequisite: sophomore standing. Offered every two years.

Instructor: Jensen

PSCI 332 African-American Political Thought

Credit: 0.5

In this course we will explore contributions to the understanding of liberal democracy, its strengths and weaknesses, made by eminent African-American writers and political leaders, beginning with Frederick Douglass and ending with Ralph Ellison. We will be guided by the range of issues and questions they raise in their writings and speeches and by the lines of controversy developing among them over such issues as the legacy of slavery, the relations among races, and the prospects in America for community, cultural diversity, and individuality. Prerequisite: sophomore standing. Offered every two years.

Instructor: Jensen

PSCI 340 Revolutions

Credit: 0.5

This course provides a comparative analysis of the process of revolutionary change, covering the origins, development, and outcomes of revolutions. It will focus on the revolutions in France, Russia, China, and one other case to be determined (i.e. the Iranian Revolution of 1979 or the revolutions of 1989 in Eastern Europe). A number of theoretical issues will also be addressed, including the relationship between revolutionary elites and "backwards elements" such as the peasantry; the tensions between the revolutionary process and the political requirements of revolutionary states; and the role and relative importance of leadership, ideology, and structural factors in shaping the outcomes of revolutions. Prerequisite: sophomore standing.

Instructor: Van Holde

PSCI 342 Politics of Development

Credit: 0.5

Alternative strategies of economic development pose the most difficult political choices for those countries of Africa, Asia, and Latin America not yet blessed by economic prosperity. This course seeks to accomplish three related goals. First, it will explore the contending theories of development that have shaped the debate about development in the past half century: modernization theory, dependency theory, theories that emphasize state-led development, and theories that seek to define sustainable development. Second, it will compare alternative strategies of development, especially as exemplified by successful (or thought-to-be successful) developing and developed countries. Third, it will consider a set of contemporary issues that complicate the efforts of countries to develop: globalization, environmental catastrophe, population growth, and human rights considerations. Throughout, the definition of development and the desirability of economic growth will be questioned. Major cases to be considered include Brazil, Mexico, China, Korea, Taiwan, and India. Prerequisite: sophomore standing. Offered every two years.

Instructor: Klesner, Mood

PSCI 345 European Politics: The European Union

Credit: 0.5

The European Union is viewed by many as a model of international economic and political integration. The twenty-seven member states have pooled their sovereignty in a way that is unique in the history of political systems. They have not only removed barriers to trade between the countries, but they have implemented a common currency and gradually developed a common foreign and security policy. This course is designed to provide students with knowledge of the history, structure, and policymaking process of the European Union. It also is designed to provide students with an understanding of the motivations that led independent nation states to pool their sovereignty, the theoretical debates and issues surrounding integration, and the current issues and challenges facing the European Union. This course can be used to complete the upper-level comparative politics/international relations requirement for political science majors. Prerequisite: sophomore standing. Offered every four years.

Instructor: Camerra-Rowe

PSCI 346 Riots, Ballots, and Rice: Comparative Asian Politics

Credit: 0.5

This course will explore the explosive changes rocking Asia today, with an eye to the politics that shape and are shaped by them. Headlines today point to human-rights violations, democratic elections, and riots against land grabs, corruption, and pollution along with phenomenal economic development and a widening gap between rich and poor. China and India are growing into new regional and perhaps global powers, while Japan is struggling with complex economic problems. We will compare these changes and challenges so as to draw larger lessons about the processes of social and political change in a particularly vital and important region of the world. Prerequisite: sophomore standing. Offered every two years.

Instructor: Mood

PSCI 347 Democracy and Development in Latin America

Credit: 0.5

In the past quarter century, Latin America has experienced a twin transition: from nondemocratic to democratic rule and from an inward-oriented, state-led economic development strategy to an outward-focused, market-oriented model sometimes called neoliberalism. These political and economic changes have caused social upheaval for many Latin Americans and have given many others new opportunities to improve their lives. This course will study the political, economic, and social changes that have taken place in Chile, Argentina, Mexico, Venezuela, and Brazil since the early to mid 1980s. Hence, this course focuses on contemporary Latin American politics. In each case, we will review the salient features of the nation's political history, explore the imposition of market-oriented economic policies, examine the transition to democratic rule, and consider the reactions to these changes from social groups. Prominent leaders of the transition to democracy and proponents of neoliberal economic policies will be profiled, as will the contending political forces in the country and their perspectives on neoliberalism. Public opinion about economic policy and democracy will be considered. Prerequisites: sophomore standing.

Instructor: Klesner

PSCI 351 States, Nations, Nationalism

Credit: 0.5

This course provides an introduction to comparative political development. It focuses on two key issues in the development of the contemporary world: the rise of the modern state and the emergence of modern nationalism. By analyzing the processes of state and nation-building in selected countries, we will come to understand the means by which state power is constructed, maintained, and legitimated in political systems as varied as absolutist monarchies and modern nation-states. And by examining nationalism in a variety of historical and geographical settings, we will begin to comprehend the intriguing power and persistence of national identities in an increasingly multinational world. Although the course will be explicitly analytic and comparative in character, analysis will be supplemented as appropriate with case studies drawn from countries around the world. Prerequisite: sophomore standing. Offered every two years.

Instructor: Van Holde

PSCI 355 Immigration, Citizenship, and National Identity

Credit: 0.5

The nations of Western Europe and North America (the United States and Canada) have simultaneously experienced enormous waves of immigration over the past quarter century. These new immigrants come overwhelmingly from poorer countries, often ex-colonies, and culturally they differ significantly from the settled populations of these wealthy democracies. In both North America and Europe, this immigration poses profound questions for national identity. What does it mean to be an American? Who can be German? What is a French citizen? Given the large numbers of immigrants seeking permanent residence, these societies have come to question what the character of citizenship is and should be. In this course, we will explore a series of issues related to the new immigration, including the social, economic, and political forces giving rise to it; how different nations have chosen to define citizenship and how those rules affect immigrants; the strategies for incorporation of immigrants followed by recipient states, ranging from multiculturalism to assimilation; attempts to control immigration; and the implications of immigration for recipient societies' economic prosperity and national security. The course will focus about equally on immigration to Western Europe and to the U.S. and Canada. Prerequisite: sophomore standing. Offered every two years.

Instructor: Camerra-Rowe, Klesner

PSCI 360 The Relations of Nations

Credit: 0.5

With the end of the Cold War, a new transformation of the international order began which the events of September 11, 2001, seem to be hastening. This course will examine the modern history of these transformations, using climactic settlements, such as Westphalia, Vienna, Versailles and Yalta/Potsdam, as vantage points from which to assess the changes that have taken place both in the arrangement of the international state system and the character of the states composing it. The course has two chief pedagogic aims: (1) to create a context for understanding our current situation, and(2) to learn something about what is permanent and what is variable in human beings faced with the most decisive choices. Prerequisite: sophomore standing.

Instructor: Baumann

PSCI 361 Globalization

Credit: 0.5

Globalization has become an increasingly prominent phenomenon in contemporary politics. Some argue that globalization can generate a world of increased wealth and international peace. Others contend that globalization undermines traditional culture and generates social conflict. This course investigates the origins and nature of globalization. It explores the key actors, institutions, and processes that gave rise to and shape modern globalization; the potential benefits that globalization brings; and the sources and nature of the modern backlash against globalization. The course concludes by exploring the implications of globalization for the nation-state and international order. Prerequisite: sophomore standing. Offered every two years.

Instructor: Rowe

PSCI 363 Global Environmental Politics

Credit: 0.5

This course covers a variety of issues in environmental politics, placing special emphasis on global problems, politics, and policy. Topics to be addressed will include population growth, resource degradation, global warming, and energy. We also will examine environmental governance, efforts to control consumption, and the prospects for environmental activism in the coming century. Although the course examines environmental issues around the globe, we may focus on certain countries or regions in order to examine those issues in greater detail. Case studies and films will be used as appropriate to supplement lectures and discussions. Prerequisite: sophomore standing. Offered every year.

Instructor: Van Holde

PSCI 370 U.S. Foreign Policy 1776-1920

Credit: 0.5

The course will examine the history of U.S. foreign policy from the Revolutionary War until the end of World War I. It will study how U.S. foreign policy changed as the United States grew from a small, weak, and new nation into a global power. It will focus on the diplomacy and the wars used by the United States to attain and maintain its independence, to expand its territory, to preserve its union, and, finally, during the First World War, to establish its position as a great power and to preserve the global balance of power. This course will attempt to judge the wisdom and morality of U.S. foreign policy during this span of almost one hundred and fifty years. Prerequisite: sophomore standing. Offered every four years.

Instructor: McKeown

PSCI 371 World War II

Credit: 0.5

This course presents a military and diplomatic history of the Second World War, focusing on the origins, conduct, and consequences of the war. The course will explain why the allies won the war and why the Axis Powers lost. It will discuss the performance of allied and enemy military forces. It will examine the possibility that the allies could have prevented the war by pursuing different policies. It will explain why the Grand Alliance of the United States, Great Britain, and the Soviet Union which defeated Nazi Germany collapsed after the war and will examine the origins of the Cold War conflict. It will look at the experience of battle for and on the men who were in the thick of the fighting. It will examine the end of the war in the Pacific theater and the use of atomic weapons by the United States to hasten that end. Prerequisite: sophomore standing. Offered every two years.

Instructor: McKeown

PSCI 372 U.S. Foreign Policy since World War II

Credit: 0.5

This course will analyze and evaluate, on both prudential and moral grounds, the foreign policy of the United States since World War II. Both the Cold War and the post-Cold War eras will be covered. Major topics from the Cold War era are: the causes and course of the Cold War; the various strategies developed by the United States to contain the Soviet Union; the Korean War, the Cuban Missile Crisis, and the Vietnam War; the rise and fall of detente with the Soviet Union; and why and how the Cold War ended. From the post-Cold War era, the course will cover: the first and second wars with Iraq, military intervention in Somalia, and conflicts with Serbia over Bosnia and Kosovo. The attacks on the United States on September 11, 2001, also will be discussed, along with the U.S. response—the war on terrorists who attack U.S. citizens. There will also be a discussion of the new challenges facing U.S. foreign policy in the post-Cold War world, and a comparison of the security situations facing the United States in both the Cold War and post-Cold War worlds. Prerequisite: sophomore standing. Offered every two years.

Instructor: McKeown

PSCI 380 Gender and Politics

Credit: 0.5

This course will examine the participation of women in American political life. We will trace the development of feminism out of broader political and intellectual movements and consider the situation of women in American society today. We will also look at women in their roles as voters, candidates, party activists, and public officials. The ways in which gender relations are defined by public policy and law will be a focus, with particular attention given to constitutional equality, workplace and family issues, and reproductive rights. This course can be used to complete the requirement in American politics for political science majors. Prerequisite: sophomore standing.

PSCI 397 Junior Honors Seminar

Credit: 0.5

This seminar is intended to prepare students to undertake and successfully complete a senior honors project. To do so, we will read and discuss past examples of successful senior theses. Then we will consider different approaches to senior honors research, including close textual analysis and comparative, institutional, or policy analysis. We will emphasize the formulation of tractable research questions and how to define research objectives in ways likely to lead to successful research projects. Students will design a research project on a topic of their interest and complete a major paper on that theme. Students will read and critique each other's work. Prerequisite: permission of instructor. Offered every year.

Instructor: Klesner, Rowe

PSCI 398 Junior Honors Seminar

Credit: 0.5

See the description for PSCI 398.

PSCI 400 Politics of Journalism

Credit: 0.5

This seminar studies political journalism and its impact on American politics. Each year we focus on a different aspect of the politics of the news media in modern America. Usually, we will examine the relationship between the press and the presidency. We begin with the evolution from the Founders' constitutional office into the modern presidency, which stresses leadership of public opinion through the press. We also trace a parallel evolution of journalism through partisanship to passive objectivity and on to a modern emphasis on scandals and adversarial stances. The seminar concentrates on the modern era of the permanent campaign, in which a personal and rhetorical president sees manipulation of the press as fundamental to the job. Presidential conduct of foreign policy in this media age will receive significant attention. Current news serves as a testing ground for the ideas advanced by scholars, journalists, and politicians. Prerequisites: junior standing and permission of instructor. Offered almost every year.

Instructor: Elliott

PSCI 421 Socrates Seminar

Credit: 0.5

This seminar will be devoted to a close reading of Plato's *Gorgias*, the sister dialogue of the *Republic*. Today, students often wonder: Why bother with Plato and his Socrates? Isn't their thought clearly outmoded? In studying the *Gorgias*—Plato's most sustained reflection on the human concern for justice—we will give him a chance to reply and make the case for the undiminished importance of his thought for politics and the good life. The guiding questions of the seminar will be: What is justice? Why do we care about it? And how is it related to politics and philosophy? Prerequisite: sophomore standing and permission of instructor. Offered every year.

Instructor: D. Leibowitz

PSCI 422 Thucydides: War and Philosophy

Credit: 0.5

This seminar will be devoted to a careful reading of Thucydides' *History of the Peloponnesian War*. The themes of the course will be Thucydides' account of international relations, the connections between foreign and domestic politics, and his account of human nature and of political morality. Prerequisite: sophomore standing. Offered every three years.

Instructor: Baumann

PSCI 425 Machiavelli and Shakespeare

Credit: 0.5

In this seminar we will explore various points of contact in the respective political understandings of Machiavelli and Shakespeare. Our readings will include selections from *The Prince*, *The Discourses*, and Machiavelli's plays, and selections among Shakespeare's history plays, tragedies, and comedies. Prerequisite: sophomore standing. Offered every three years.

Instructor: Jensen

PSCI 426 John Locke's Liberalism

Credit: 0.5

In this seminar, we will explore the liberalism of John Locke, perhaps the most important founder of liberal democracy. Mindful of the criticisms leveled since Locke's time against liberal democracy, we will be particularly interested in recapturing the original arguments on its behalf. We will aim to see liberalism as it came to light and to assess, insofar as is possible from Locke's own writings, its intentions and its anticipated effects. Our readings will be drawn from Locke's works on politics, education, religion, and epistemology. Prerequisites: junior standing or permission of the instructor. Offered every three years.

PSCI 427 The Political Philosophy of Montaigne

Credit: 0.5

Montaigne's *Essays*, one of the acknowledged classics of modern thought, contains a breathtaking, wide-ranging, and dialectically complex account of the human soul in its confrontation with others, with the world, and with itself. Apparently artless and off-the-cuff, the essays require the most careful reading. The course will consist of close reading of many of these essays in order to understand the position Montaigne ultimately takes on human nature and on the political implications of that position. Prerequisite: sophomore standing. Offered every three years.

Instructor: Baumann

PSCI 428 The Political Thought of Nietzsche

Credit: 0.5

Nietzsche's thought is in one sense the culmination of the tradition of political philosophy, in another its destruction, and in yet another, the chief obstacle and point of perpetual return to his successors. In this course, we will read one book, *Beyond Good and Evil*, with great care. That will help us understand the paradoxical way in which Nietzsche writes, the implications of his radical relativism for thought, culture and politics and whether he has a political teaching at all, and if so, what kind. Prerequisite: sophomore standing.

Instructor: Baumann

PSCI 431 Ambition and Politics

Credit: 0.5

In this course we will examine the presence and rightful place of ambition in politics. We will read literature, biography, and political theory in an attempt to answer the following questions: Is the desire to rule a permanent and independent feature of political practice? Is it compatible with concern for the common good? Must ambition be limited, or somehow rendered undangerous? Can it be? Readings may include Homer, Xenophon, Plutarch, Machiavelli, Shakespeare, Benjamin Franklin, the *Federalist Papers*, and Bullock's *Hitler: A Study in Tyranny*. Prerequisite: sophomore standing. Offered every three years.

Instructor: Spiekerman

PSCI 432 The Idea of Community

Credit: 0.5

Political thinkers regularly claim to have discovered the community best suited to man, the just community. Yet suspicion toward the idea of community also enjoys a venerable history. Is not the individual prior to, and thus more important than, the community? Don't communities usually stifle, violate, and oppress individuals, particularly members of the minority? Individualism is so pervasive in the most advanced countries that many now wonder if we have gone too far. Has concern for the individual at the expense of the community made us selfish, disconnected, alienated, and unhappy? In this seminar we will read classic statements on the ideal community (e.g., Thomas More's *Utopia*, Rousseau's *Social Contract*, Huxley's *Brave New World*) on our way toward studying contemporary "communitarian" thinkers (e.g., Bellah, Barber, Heidegger, MacIntyre, Putnam, Taylor, Walzer). In addition to the Huxley novel mentioned above, we will read two more novels: Michel Houellebecq's controversial work, *The Elementary Particles*, and Hawthorne's classic, *The Blithedale Romance*, a fictional account of the socialist experiment at Brook Farm. We will begin the year by viewing *The Ice Storm*. Prerequisite: sophomore standing. Offered every three years.

Instructor: Spiekerman

PSCI 440 Senior Seminar in Public Policy

Credit: 0.5

This seminar brings together a political scientist and an economist to consider how these disciplines approach the study of public policy. The course will concentrate on applying both of the disciplines to the study of a selection of public policies, ranging from poverty to budget deficits or globalization. We will explore the substantive issues and the process of governmental policymaking in specific policy domains. How is policy made? What should the policy be? The work of scholars in each discipline will be studied to better understand the differences in approaches and to consider the potential for combining them. What does political science contribute to the study of economic policymaking? What can the tools and perspective of economics contribute to the study of a topic like welfare reform or global warming? This seminar is required for students completing the Public Policy Concentration, and it is open to other seniors. Prerequisites: ECON 101, ECON 102, and one course in American politics, or permission of instructors. Note: This course is cross-listed as ECON 440. Offered every year.

Instructor: Elliott

PSCI 445 Seminar in European Politics

Credit: 0.5

European governments face a number of challenges in the twenty-first century—welfare and job-market reform, immigration, right-wing party activity, and the forging of a new European identity. In this seminar, we will explore some of the major economic, social, and political issues facing European nations since the collapse of communism in 1989. The course focuses in particular on Great Britain, France, Germany, and Italy, with some attention to Sweden, the Netherlands, and the countries of Eastern Europe. Prerequisite: junior standing or permission of instructor. Offered every two years.

Instructor: Camerra-Rowe

PSCI 446 The Politics of the Welfare State

Credit: 0.5

During the late nineteenth and twentieth centuries, the advanced industrialized democracies in Europe and North America set up extensive social welfare systems in order to reduce class inequalities and eliminate risks across the life cycle. These included income support, family benefits, health care, pensions, unemployment, disability insurance, and child care programs. Beginning in the 1970s, these social welfare programs faced a variety of social and economic challenges, including the aging of the population, globalization, changes in family structure, the feminization of the labor force, and de-industialization. This has led to welfare retrenchment and restructuring. In this seminar, we examine the different welfare regimes across the United States and Europe and discuss the challenges confronting postwar welfare arrangements. We explore at the politics surrounding the creation and retrenchment of welfare states across different political settings and in specific policy areas including pensions, health care, and family policy and we look at the future of the social welfare state. Prerequisites: junior standing or permission of instructor. Offered every two years.

Instructor: Camerra-Rowe

PSCI 449 Irish Politics and Society

Credit: 0.5

From the Potato Famine to the present, Irish politics have encompassed an enormous range of events and trends: incorporation into the United Kingdom in the nineteenth-century, an anti-colonial war of independence and division of the island into two parts at the beginning of the twentieth, an inward-focused and church-dominated new democracy from the 1920s through the 1960s, sectarian conflict in Northern Ireland in the 1960s and 1970s, entrance into the European Community, and now the unprecedented prosperity that has come with successful policies that embrace globalization. This seminar will explore these themes sequentially, drawing on a variety of sources, including historical accounts, novels, films, and social science analyses. Major topics will include the building of an Irish national identity in the late nineteenth century; the conflict between those advocating home rule and those who sought an independent republic for the entire island; independence and the division of Ireland into North and South; conflicts among republicans about the direction of the newly independent republic—personified in the competition between Eamon DeValera and Michael Collins—that led to civil war in 1921; the character of the Irish Republican Army and of the conflict in Northern Ireland; relations between church and state; the challenges of economic development in the twentieth century and their consequences for emigration and depopulation; the Republic's incorporation into the European Union and globalization; the implications of prosperity and the new immigration to Ireland for national identity and social change; and the specifics of political competition in contemporary Ireland. Prerequisite: sophomore standing. Offered every three years.

Instructor: Klesner

PSCI 460 The Role of Morality and Law in International Politics

Credit: 0.5

The following issues will be examined in this seminar: the Western justified-war tradition; the concept and conduct of humanitarian military interventions; the ability of moral values to influence calculations of interest and to restrain the use of power in foreign policy; the problematic nature of justice in international politics; the ability of international laws and organizations to have a positive influence on the conduct of nations; and the impact that the United States, by far the most powerful nation in the world today, might have for good or ill on the levels of peace, prosperity, and liberty in the world. Prerequisite: sophomore standing. Offered every two years.

PSCI 461 U.S. Defense Strategy Seminar

Credit: 0.5

This seminar analyzes and debates some of the main issues and choices facing the makers of U.S. defense strategy and foreign policy in the post-Cold War world. The major topics covered in the course are U.S. military interventions: Iraq in 1991; Afghanistan starting in 2001; and Iraq, again, starting in 2003. The course also analyzes and evaluates various threats to U.S. security in the unipolar world which has existed since the collapse of the Soviet superpower, especially the proliferation of nuclear weapons and terrorism. The main issue of the course is what role the United States can and should play in fostering international security. Prerequisite: sophomore standing. Offered every year.

Instructor: McKeown

PSCI 462 U.S. Foreign Policy after the Cold War

Credit: 0.5

This seminar will focus on three main issue areas in current US Foreign Policy: 1) U.S. relations with China and Chinese relations with the states of Central Asia, Southern Asia and Eastern Asia.; 2) U.S.-Iranian relations, especially Iran's nuclear weapons program and Iranian support for various terrorist organizations in the Middle East; and 3) the threats posed by Islamic terrorist organizations. The course will open with a recent book on a significant aspect of U.S. Foreign Policy. This year that book was *The Case for Goliath* by Michael Mandelbaum which focuses on the role the U.S. has played since World War II to foster the expansion of a relatively open international economy, and the role the U.S. had played in building a stable and relatively peaceful community of liberal democratic nations. Prerequisite: sophomore standing. Normally Offered every year.

Instructor: McKeown

PSCI 465 International Terrorism

Credit: 0.5

This course explores the causes and consequences of international terrorism. It examines how terrorists use violence to shape identities and achieve social change; the grievances that give rise to modern terrorism; the goals of modern terrorist groups such as al Qaeda; and the potential for "catastrophic terrorism" using weapons of mass destruction. The final segment of the course explores the complex issues raised by the terrorist challenge to liberal democratic states and the rule of law. Prerequisite: junior standing. Offered every two years.

Instructor: Baumann, Rowe

PSCI 470 Power, States, and Markets: The Making of Modern Social Order

Credit: 0.5

This seminar explores the complex and dynamic relations between the state and market, the two most pervasive institutions that structure modern social life. We will examine issues such as the role of state violence in constructing political and economic order, the political foundations of markets, how warfare led to the emergence of modern states and global capitalism, the political sources of economic growth and decline, and how markets can undermine states and social order. The seminar will read scholars from a diverse array of disciplines, including political science, economics, history, and sociology, and will draw on a wide range empirical materials, ranging from medieval Europe and colonial Africa to modern Africa and the advanced industrial states. Prerequisite: junior standing or permission of the instructor. Offered every two years.

Instructor: Rowe

PSCI 480 Science and Politics

Credit: 0.5

This seminar examines the relationship of science and politics from early modernity to the present, and considers the probable course and character of that relationship in the foreseeable future. Topics to be considered include Galileo's conflict with the Church, the theory of evolution, Social Darwinism, and the origins and implications of nuclear weapons research. We will also examine a number of contemporary controversies at the intersection of science and politics, including genetic testing and therapy, intelligence testing and the IQ debates, global warming, and the debates surrounding the science and politics of AIDS. Issues such as the value neutrality of science, the politics of risk assessment, and the proper role of scientists in shaping policy also will be examined. Prerequisite: permission of instructor. Offered every two years.

PSCI 483 The Political Philosophy of Rousseau

Credit: 0.5

In this seminar we will examine *Emile*, which Rousseau considered to be his most important and most comprehensive work—in brief, as the reply, point to point, to Plato's *Republic*. Whereas Plato became famous for presenting an imaginary city, Rousseau presents an imaginary soul or person; his philosophical novel covers the education of Emile from birth until just after marriage. Our discussion will conform to the scope of the themes of the book: nature, economics, morality, religion, sexuality, aesthetics, and politics. Prerequisite: junior standing. Offered every two years.

PSCI 493 Individual Study

Credit: 0.5

Individual study in political science is available to students who want to pursue a course of reading or complete a focused research project on a topic not regularly offered in the department's curriculum. To enroll, a student must prepare a proposal in consultation with a member of the political science faculty who has suitable expertise and is willing to work with the student over the course of a semester. The proposal should include: a statement of the questions the student plans to explore, a preliminary bibliography, a schedule of assignments, a schedule of meetings with the faculty member, and a description of the elements that will be factored into the course grade. The student should also briefly describe any prior coursework that particularly qualifies him or her to pursue the project independently. The depart-

ment chair must approve the proposal. The department expects the student to meet regularly with the instructor for at least the equivalent of one hour per week. Reading assignments will vary depending on the topic but should approximate a regular departmental course in that field. Students should expect to write at least thirty pages over the course of the semester, for an individual study bearing .5 unit of credit. The department urges students to begin planning a proposed individual study the semester before they hope to undertake it, by discussing it with the supervising faculty member and the department chair. The chair must receive proposals by the third day of classes.

PSCI 497Y Senior Honors

Credit: 0.5

The senior honors candidate works with two members of the department to prepare a major essay on a topic of his or her choice, which is then defended before an outside examiner in May. Prerequisite: permission of department chair.

PSCI 498Y Senior Honors

Credit: 0.5

This course is a continuation of 497Y. Prerequisite: permission of department chair.

Some recently offered special topics include:

Politics in the Middle East
China in the World
Plato's Symposium
Montesquieu and Tocqueville
Poverty Policy in the United States
Politics of the Bible
Global Poverty, Politics, and Policy
Politics in the Southern Cone

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).

New Students

Students should begin with PSYC 100 Introduction to Psychology, the department's introductory course and a prerequisite for all of the other psychology courses. This course explores a variety of areas in which psychologists conduct research, including 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. Students who have completed PSYC 100 (or who have taken psychology AP and earned a score of 5 on the exam) should next take PSYC 150, Introduction to Research Methods in Psychology. In this course students will learn the basics of research in the field. They will participate in research projects conducted across different areas of psychology, using techniques such as 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, in which they collaborate with their peers and professor while developing expertise on a topic of their choice.

Requirements for the Major (Class of 2012)

Students in the Class of 2012 majoring in psychology must earn at least 5 units of credit in the Psychology Department. PSYC 101, PSYC 102, and PSYC 200 are required of majors, and majors are strongly advised to complete PSYC 200 by the end of their sophomore year. A grade of C- or better in PSYC 200 is required in order to declare a major in psychology.

Majors are required to have a balanced curriculum within the discipline that reflects coursework concerning the basic processes of behavior as well as behavior in context. To satisfy the basic-process requirement, 1 unit of work must be completed by earning at least .5 unit of credit in any two of the following categories: (1) learning and motivation; (2) sensation and perception; (3) comparative psychology; (4) physiological psychology or neuropsychology; and (5) psychology of language or cognition. The behavior-in-context requirement can be fulfilled by taking at least .5 unit of credit in any two of the following categories: (1) child development or adult development; (2) abnormal psychology; (3) personality; (4) social psychology; and (5) the psychology of women or cross-cultural psychology.

Further, students are expected to take one .5-unit course in research methods in the basic-process area (i.e., Research Methods in Biopsychology, Research Methods in Physiological Psychology, Research Methods in Cognitive Psychology, Research Methods in Learning and Motivation, or Research Methods in Sensation and Perception) as well as one .5-unit course involving research methods employing a contextual approach to behavior (i.e., Research Methods in Developmental Psychology, Research Methods in Social Psychology, Research Methods in Personality, Research Methods for Studying Gender, or Research Methods in Cross-Cultural Psychology).

Senior Exercise

The Senior Exercise for psychology majors consists of two portions. The first portion involves a standardized multiple-choice exam that evaluates the student's breadth of knowledge in psychology. The second portion requires that the student write a research proposal in some area of psychology.

Requirements for the Major (Class of 2013)

Members of the class of 2013 can follow all of the old requirements, but they can make a choice with respect to several aspects of the new requirements:

- Methods: They can choose to substitute two semesters of small-group research for one of the upper-level research methods courses.
- They can elect to follow the new grouping of the intermediate courses or the old one.
- They can also elect to take the senior seminar and do the new version of the Senior Exercise. (The old version of the Senior Exercise will still be available to other students).

Requirements for the Major (Class of 2014)

- Methods: They will transition to the new plan unless they have already taken PSYC 200 in which case they will follow the procedures for the Class of 2013.
- They can elect to follow the new grouping of the intermediate courses or the old one.
- They are expected to take the senior seminar and do the new version of the Senior Exercise.

Requirements for the Major (Beginning Fall 2011/Class of 2015)

Students majoring in psychology must earn at least 5.5 units of credit in the Psychology Department.

Foundations:

The foundation courses required of students include PSYC 100, PSYC 150, and PSYC 200. Majors are strongly advised to complete PSYC 200 by the end of their sophomore year. A grade of C- in PSYC 150 and PSYC 200 is required to declare a major in psychology.

- PSYC 100 Introduction to Psychology
- PSYC 150 Introduction to Research Methods in Psychology
- PSYC 200 Statistical Analysis in Psychology

Intermediate courses:

At the intermediate level, students are required to have a balanced curriculum within the discipline. Students take at least one course in each of the following general areas of psychology:

Biological Bases

- PSYC 302 Comparative Psychology
- PSYC 305 Physiological Psychology
- PSYC 307 Sensation and Perception

Cognitive Processes and Learning

- PSYC 301 Cognitive Psychology
- PSYC 303 Learning and Motivation
- PSYC 306 Psychology of Language

Developmental Perspectives

- PSYC 220 Educational Psychology
- PSYC 322 Adult Development
- PSYC 323 Child Development
- PSYC 326 Theories of Personality
- PSYC 348 Adolescence

Clinical Issues and Health

- PSYC 304 Neuropsychology
- PSYC 321 Abnormal Psychology
- PSYC 330 Health Psychology
- PSYC 347 Psychopharmacology

Sociocultural Perspectives

- PSYC 325 Social Psychology
- PSYC 327 Cross-Cultural Psychology
- PSYC 344 Human Sexual Behavior
- PSYC 346 Psychology of Women
- PSYC 350 Psychology of Context

Advanced Research

Students are also expected to get more advanced research experience by either taking an upper-level research methods course or taking two semesters of advanced research in psychology with the same instructor.

Current Research Methods Courses

- PSYC 401 Research Methods: Biopsychology
- PSYC 402 Research Methods in Cognition
- PSYC 403 Research Methods in Learning and Motivation
- PSYC 405 Research Methods in Physiological Psychology
- PSYC 406 Research Methods in Sensation and Perception
- PSYC 421 Research Methods in Developmental Psychology
- PSYC 422 Research Methods in Personality
- PSYC 423 Research Methods in Social Psychology
- PSYC 424 Research Methods in Cross-Cultural Psychology
- PSYC 425 Research Methods to Study Gender
- PSYC 426 Research Methods using Qualitative Approaches
- PSYC 450 Advanced Research in Psychology

Senior Seminar

All students are expected to take a one-semester senior seminar in which they will focus on a topic of current research in psychology.

- PSYC 475 Psychology Senior Seminar
- PSYC 342 Clinical Psychology does not count in any of the preceding categories.

Senior Exercise

The psychology Senior Exercise will consist of a standardized test designed for undergraduate Psychology majors, to measure their knowledge of core concepts in the field. It will be administered to students in the fall of their senior year. Also, students will prepare a poster to communicate the results of the research they conducted during the senior seminar. The posters will be displayed during a student research day, when students must be available to discuss the contents of their poster. Students' posters and their poster presentations will be judged via rubrics filled out by three faculty members in the department (who did not teach the student in the senior seminar). The poster represents a unique assignment for which students will have done some background work during the senior seminar, and which they will complete independently during the spring semester.

Honors (for all class years)

Students who do excellent work are encouraged to apply to the department chair during the second semester of their junior year if they are interested in admission to the Honors Program. Participants complete a large-scale research project on an approved topic during their senior year. Each project is supervised by a single faculty member, but is also reviewed periodically by all members of the department prior to an oral examination by an outside examiner in the spring.

Psychology Courses

PSYC 100 Introduction to Psychology

Credit: 0.5

Psychology is the study of behavior and mental processes. In this introductory course, 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. The course is for first-year students and sophomores. Multiple sections are offered every semester.

PSYC 101 Introduction to Psychology: Basic Processes

Credit: 0.5

Psychology is the study of behavior and mental processes. In this introductory course, which is a prerequisite for all of the other psychology courses, you will explore a variety of areas in which psychologists conduct research, and you will learn about the process of conducting research. For example, you will study the biological foundations of

behavior, sensory and perceptual processes, cognition, and learning and memory. The course is for first-year students and sophomores. Multiple sections are offered every fall semester.

PSYC 150 Introduction to Research Methods in Psychology

Credit: 0.5

In this course students will learn the basics of research in psychology. Students 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 will learn about issues of reliability and validity in psychological research, as well as ethical issues associated with psychological research. Students will learn techniques for descriptive statistical analysis of their data, and they will communicate their research findings both orally and in writing, using the writing style of the American Psychological Association. Prerequisites: PSYC 100 (or AP score of 5). This course is designed for first-year and sophomore students and is typically offered every semester.

PSYC 200 Statistical Analysis in Psychology

Credit: 0.5 **QR**

In this course, students will learn to conduct a variety of statistical tests that are commonly used in psychological research. In addition, the skills of choosing the appropriate statistical tests for particular research designs, and writing and interpreting the results of statistical analyses, will be emphasized. The computer statistical package SPSS will be used. Psychology and neuroscience majors have preference. Prerequisite: PSYC 101 and PSYC 102. This course does not count for **QR**. This course is typically offered every semester.

PSYC 220 Educational Psychology

Credit: 0.5

Educational psychology involves the study of cognitive, developmental, and motivational processes that underlie education. We also examine teacher behavior and other applications of psychology to education. Research and theory on student learning, motivation, and development provide the core readings for the course. Individual and group differences as applied to learning environments will be addressed. Other topics include multicultural education, achievement motivation, special education, public policy with respect to education, education outside of schools, and recent trends in schools and education. Students will develop their own teaching philosophy. Connections among a variety of disciplines (e.g., history, sociology, political science) will be stressed, as well as links to the real world beyond the classroom. This course is appropriate for those interested in teaching, coaching, or mentoring. Prerequisite: one semester of psychology (PSYC 101 or 102).

PSYC 301 Cognitive Psychology

Credit: 0.5

This course will consider research and theories regarding basic cognitive processes such as memory and perception, as well as higher level thinking processes such as decision-making, language processing, and social cognition. Emphasis will be on the study of laboratory research, with discussion of how the findings relate to real-world cognition. Prerequisites: PSYC 101 and PSYC 102. This course is typically offered once a year.

Instructor: Payne

PSYC 302 Comparative Psychology

Credit: 0.5

Comparative psychology is the study of behavior and mental processes of organisms, including humans. Until Darwin published his theory of evolution, it was commonly accepted that a huge gulf exists between human and nonhuman animals. In this course we will examine human and animal behavior and mental activity from an evolutionary perspective, that is, from a perspective in which humans are part of the continuum of life forms that inhabit the planet. We will consider the notion that, in contrast to the usual anthropocentric view of behavior and mental processes, many of the same evolutionary and ecological principles explain both human and animal behavior. Prerequisites: PSYC 101 or NEUR 112. This course is offered at least every other year.

Instructor: Niemiec

PSYC 303 Learning and Motivation

Credit: 0.5

This course is concerned with the basic theories and principles underlying the concepts of learning and motivation as they apply to animal and human behavior. A thorough review will be made of the theoretical issues, experimental methods, and findings relevant to the processes of learning and motivation. A major part of the course will be concerned with how the fields of learning and motivation have been applied to real-world issues (e.g., drug addiction and behavioral therapies). Prerequisite: PSYC 101 or NEUR 112. This course is typically offered once a year.

Instructor: Millin-Lipnos

PSYC 304 Neuropsychology

Credit: 0.5

This course is designed to facilitate our learning about the connections and interactions between neuroanatomy, brain function, and psychological phenomena. We do this by studying neuropsychological disorders, as well as the basic psychological processes such as perceptions and memory. Through readings, discussions, and class presentations, we will learn some of the basic principles of the brains's organization and function, as well as its ability to recover function after damage. In addition, we will learn about the nature, causes, and treatment of specific neuropsychological disorders such as Parkinson's disease, Alzheimer's disease, closed head injuries, Tourette's syndrome, and stroke-induced aphasia. Further, we will learn about neuropsychological assessment and the current level of research and discovery in the neruopsychology of specific disorders through student presentations. Prerequisite: PSYC 101, PSYC 102; or PSYC 111, PSYC 112; or NEUR 112. This course is offered at least every other year.

Instructor: McFarlane

PSYC 305 Physiological Psychology

Credit: 0.5

This course is designed to provide the student with an understanding of the physiological phenomena responsible for psychological experiences. The main focus of the course is a detailed study of the anatomy and physiology of the nervous system. This is then followed by a study of the sensory and self-regulatory systems, a study of higher cognitive processing. With each new topic, the relevant anatomical and physiological systems will be discussed as they relate to the behavior under scrutiny. Thus the biological underpinnings of vision, mood, learning,memory, motivation, and other topics will be studied. Prerequisite: PSYC 101, PSYC 111, or NEUR 112. This course is typically offered every year.

Instructor: McFarlane

PSYC 306 Psychology of Language

Credit: 0.5

People use language day in and day out, so effortlessly that it often may seem automatic. Yet language use is a complicated phenomenon that plays an important role in almost every aspect of high-level human functioning. In this course, language will be examined from a variety of psychological perspectives, including production, comprehension, acquisition, neurology, pragmatics, and more. By the end of the course, students will have gained a heightened awareness of just how complex language use really is, and a richer appreciation of the far-reaching impact that it has on their everyday lives. Course requirements include exams, mini-papers, a research project, and class participation. Prerequisites: PSYC 101 and PSYC 102. This course is offered as our schedule permits.

Instructor: Payne

PSYC 307 Sensation and Perception

Credit: 0.5

This course focuses on the ways in which the brain gathers, processes, and interprets information from the external environment in order to construct an internal representation that the organism perceives to be "reality." The goal is to provide students with an understanding of the evolution, structure, and function of various sensory systems as well as an understanding of how the brain interprets incoming sensations and turns them into perceptions that allow organisms to act on their environment. Prerequisite: PSYC 101 or NEUR 112. This course is typically offered every year.

Instructor: Niemiec

PSYC 321 Abnormal Psychology

Credit: 0.5

This course provides students with an introductory overview of the nature, causes, and treatment of adolescent and adult mental disorders, including anxiety disorders, mood disorders, schizophrenia, and organic mental disorders. Included there will be discussion of critical issues and controversies in this field, such as the definition of abnormality and the labeling of abnormal behavior. Prerequisites: PSYC 101 and PSYC 102. This course is typically offered every year.

Instructor: Levine, López

PSYC 322 Adult Development

Credit: 0.5

This course provides an overview of developmental issues related to adult life and an in-depth examination of some current theory and research in adult development and aging. We will cover the psychological, social, and biological dimensions including personality, learning and memory, family psychopathology, and some clinical interventions from emerging adulthood to life. Prerequisite: PSYC 101 and PSYC 102. This course is typically offered every other year.

Instructor: White

PSYC 323 Child Development

Credit: 0.5

This course focuses on normal human development from conception through adolescence. Biological and social influences on development are considered with an emphasis on their interaction. Prerequisites: PSYC 101 and 102. This course is typically offered every year.

PSYC 325 Social Psychology

Credit: 0.5

Social psychology is the systematic study of social behavior. In general, it examines how we are affected by our social environment: how we perceive and interpret the behavior of others and the social situation, how we respond to others and they to us, and the nature of social relationships. Application of social psychological theory and methodology is encouraged through participation in small-scale laboratory or field observational studies. Prerequisites: PSYC 101 and PSYC 102. This course is typically offered every year.

Instructor: Fenigstein

PSYC 326 Theories of Personality

Credit: 0.5

This course introduces students to major approaches to understanding both consistencies in individual behavior and differences between individuals. This survey will focus on seven paradigms: psychodynamic, phenomenological, dispositional, cross-cultural, social learning, cognitive, and existential. Major themes and issues are discussed, such as (1) the relationship between personality, self, identity, and other types of integrative processes; and (2) the need to investigate personality using a wide variety of quantitative and qualitative methods. Prerequisites: PSYC 101 and PSYC 102. This course is typically offered every year.

Instructor: Levine

PSYC 327 Cross-Cultural Psychology

Credit: 0.5

There are approximately six billion people in the world. And yet most of the theories that we use to explain psychological functioning have been based on limited samples drawn from the West. In this course, we will examine in greater detail the impact of culture on human behavior and review issues such as the role of culture in the concept of the self, the cultural influences on social behavior, the association of culture and cognition, and the measurement and experience of cross-cultural psychopathology. By integrating research from various social science disciplines (such as anthropology and sociology), students should gain a wider appreciation of the influence on culture on everyday experiences, while simultaneously understanding that culture is not a static or homogenous entity. Prerequisite: PSYC 102. This course is typically offered every year.

Instructor: López

PSYC 330 Health Psychology

Credit: 0.5

Health psychology addresses the cognitive, social, and emotional factors related to health and illness, with an emphasis on the prevention and modification of health-compromising behaviors. A biopsychosocial approach is used to address topics such as: promotion of good health and prevention of illness; the recovery, rehabilitation, and psychosocial adjustment that correspond with health problems; and the role of stress and coping in illness. Prerequisites: PSYC 101 and 102. This course will be offered every other year.

Instructor: White

PSYC 342 Clinical Psychology

Credit: 0.5

The goal of this course is to introduce students to the field of clinical psychology. Through readings, videos, discussion, and in class role-plays you will be exposed to the major therapeutic orientations in psychology (including psychodynamic, cognitive-behavioral, and

person-centered therapy) as well as newer schools of interventions (including feminist therapy, multicultural counseling, and community psychology). In addition, we will cover other areas in clinical psychology, such as testing and assessment, and the difficulties involved in the assessment of others. A special area of focus in this course will be forensic psychology. Case studies from the instructor's experience as a therapist will be used throughout the course to further highlight the material. This course is best suited for students who are considering applying to graduate school in clinical psychology. Prerequisite: PSYC 101 and PSYC 102. Recommended but not required: PSYC 321 and/or PSYC 304. This course is typically offered every other year.

Instructor: López

PSYC 344 Human Sexual Behavior

Credit: 0.5

This course examines the biological, psychological, and social bases of human sexuality. Topics include the physiology of sex functions, variations of sexual behavior, nature and treatment of sexual malfunctions, sexual identity and attitudes, differences in sexual behavior, and the social dynamics of sexual interaction. Prerequisites: PSYC 101 and 102. This course is typically offered every year.

Instructor: Fenigstein

PSYC 346 Psychology of Women

Credit: 0.5

Psychological research about women is examined critically in this course. Topics such as gender differences, gender stereotypes, eating disorders, and violence against women will be addressed with particular attention to the effects of sociocultural factors. A variety of learning tools (e.g., conducting projects, analyzing research articles, engaging in discussion, taking exams) will be used by the class. Prerequisites: PSYC 101 and PSYC 102. This course is typically offered every year.

Instructor: Murnen

PSYC 347 Psychopharmacology

Credit: 0.5

The emphasis of this course is on the biological mechanisms of the actions and effects of both legal and illegal psychoactive drugs. The course begins with a brief discussion of the history of psychopharmacology, followed by an in-depth examination of the biological basis of drug action in the brain. This is followed by a discussion of the basis of drug classification. Specific drugs are discussed. These include illicit drugs like cocaine, amphetamines, and heroin as well as legal psychoactive drugs like caffeine, nicotine, and alcohol. The course ends with a discussion of the action of drugs used in the treatment of mental disorders such as schizophrenia (antipsychotics) and depression (antidepressants). Prerequisites: PSYC 101 or NEUR 112. Recommended but not required: PSYC 305. Offered as our schedule permits.

Instructor: McFarlane

PSYC 348 Adolescence

Credit: 0.5

This course will provide students with an overview of important issues in adolescent psychology, from early adolescence to young adulthood. The major physical, cognitive, social, and emotional developments that occur during this transitional period will be covered. Influences on adolescent development such as family, peers, school, work, and culture will also be explored. Prerequisites: PSYC 101 and PSYC 102. This course is typically offered every other year.

Instructor: Krieg

PSYC 350 Psychology in Context

Credit: 0.5

This course will focus on the application of psychology to social settings and social services. We will examine a selection of social problems and the influence of social systems on individuals. In addition to regular class meetings, students will spend six out-of-class hours each week at a local community agency (e.g., Knox County Head Start). Students will integrate these service experiences with course-related material. Prerequisites: PSYC 101 and PSYC 102. Preference given to juniors and seniors. This course is typically offered every year.

PSYC 401 Research Methods: Biopsychology

Credit: 0.5 **QR**

This methods course teaches students the skills necessary for conducting research in biopsychology and neuroscience. It will give students first-hand experience with a number of concepts and measurement techniques as well as an understanding of the ways in which biopsychologists investigate the brain and its relationship to behavior. Students will learn to design experiments; collect, analyze, and present data using computer software packages; and write a scientific paper. Prerequisites: PSYC 101 and PSYC 200 or NEUR 112 as well as permission of the instructor. Offered as our schedule permits.

Instructor: Niemiec

PSYC 402 Research Methods in Cognition

Credit: 0.5 **QR**

This course is designed with three specific goals: (1) to provide an understanding of basic research and design; (2) to cover essential issues, history, and debate in the field of cognitive psychology; and (3) to give students hands-on experience with some of the classic experiments in the field. The course will include lectures and discussion, as well as laboratory exercises in which students will participate in computerized experiments, collect data, and learn how cognitive psychologists make inferences about mental processes using observable performance measures. The course also requires students to create their own research proposal and present it in class. Prerequisites: PSYC 200 and PSYC 301, or PSYC 306. This course is typically offered every year.

Instructor: Payne

PSYC 403 Research Methods in Learning and Motivation

Credit: 0.5 **QR**

This methods course provides students with the critical skills for understanding and conducting behavioral research in animal subjects. Students will be actively engaged in collecting, analyzing, and interpreting data. Students will also learn about designing research projects, making valid conclusions, critiquing journal articles, and writing a scientific paper. Prerequisites: PSYC 200 and previous or concurrent enrollment in PSYC 303. This course is typically offered every other year.

Instructor: Millin-Lipnos

PSYC 405 Research Methods in Physiological Psychology

Credit: 0.5 **QR**

This is a laboratory methods course that focuses on research methods used in physiological psychology and behavioral neuroscience. The emphasis of the course will be on designing, conducting, and presenting research, as well as on mastering specific laboratory techniques. The primary goal is to examine the relationships between brain chemistry and behavior. To this end, students will engage in the designing and imple-

mentation of projects that examine these relationships using animal subjects. The course will also focus on data analysis and experimental design. Prerequisites: PSYC 101 and one of the following: PSYC 347, PSYC 305, or NEUR 112. This course is typically offered every other year.

Instructor: McFarlane

PSYC 406 Research Methods in Sensation and Perception

Credit: 0.5 **QR**

This methods course teaches students the skills necessary for conducting research in sensation and perception. It will give students first-hand experience with a number of concepts and measurement techniques as well as an understanding of the ways in which sensory psychologists investigate how the brain gathers, processes, and interprets information from the external environment in order to construct an internal representation of reality. Students will learn to design experiments; collect, analyze, and present data using computer software packages; and write a scientific paper. Prerequisites: PSYC 200 and previous or concurrent enrollment in either PSYC 307, PSYC 301, or PSYC 305 as well as permission of the instructor. This course is typically offered every other year.

Instructor: Niemiec

PSYC 421 Research Methods in Developmental Psychology

Credit: 0.5 **QR**

This course explores the methods used in life-span developmental psychology research. Among the issues addressed are: ethics of research with children and the elderly, developmental research designs, developing measures, and data analysis. Prerequisites: PSYC 200 and either PSYC 322 or 323. This course is typically offered every other year.

Instructor: Krieg

PSYC 422 Research Methods in Personality

Credit: 0.5 **QR**

This course will examine a variety of methodologies used by psychologists who conduct research in the area of personality and individual differences. The course includes lectures, discussions, and assignments designed to give students hands-on experience in designing research, collecting and analyzing data, and relating their work to larger theories. During the course, students will also learn how to design research that is ethical, how to critically evaluate research, and how to write professional reports in the style developed by the American Psychological Association. Prerequisites include: PSYC 200 and either PSYC 326 or PSYC 321 or PSYC 346. This course is typically offered every other year.

Instructor: Levine

PSYC 423 Research Methods in Social Psychology

Credit: 0.5 **QR**

Social psychology attempts to understand the ways in which our thoughts and behavior are affected by others. This course will examine the principles, methods, and problems of research in social psychology. Using a variety of formats, ranging from lectures, to discussion of research, to class and field demonstrations, students will become familiar with the ways in which research ideas are generated, critical evaluation of relevant research literatures, research design and methodology, data collection procedures using both laboratory and naturalistic settings, statistical analyses, and ways of presenting research consistent with journal publication. Prerequisites: PSYC 200 and past or current enrollment in PSYC 325. This course is typically offered every other year.

Instructor: Fenigstein

PSYC 424 Research Methods in Cross-Cultural Psychology

Credit: 0.5 **QR**

This course is designed to train students in the skills needed to conduct cross-cultural research studies in psychology. The format will be primarily that of a lab-oriented seminar, though lecture also will be included. Through discussion and hands-on research activities, students will develop and refine their ability to generate and test cultural hypotheses, to collect and analyze relevant data, and to report and critique cross-cultural research findings. Topics to be covered include experimental design, questionnaire construction, naturalistic observation, content analysis, computer-based statistical analysis, and American Psychological Association writing style. Course requirements include two data-collection projects with lab reports, in-class presentations, and a final exam. Prerequisite: PSYC 200. Offered as our schedule permits.

Instructor: López

PSYC 425 Research Methods to Study Gender

Credit: 0.5 **QR**

Science is a valuable tool for understanding the world, but when dealing with the issue of gender, it has often been applied in flawed ways. A feminist critique of science has helped us understand both the limits and the possibilities of examining issues related to gender from a scientific perspective. In this course we will consider the application of feminist theories and methods to understanding psychological issues related to gender. You will critically analyze various research articles, conduct two class research projects and prepare written reports of the results, and develop your own proposal for a piece of independent psychological research related to gender. Prerequisites: PSYC 200 and any one or more of the following: PSYC 323, PSYC 325, PSYC 326, PSYC 346, and WMNS 111. This course is typically offered every other year.

Instructor: Murnen

PSYC 426 Research Methods using Qualitative Approaches

Credit: 0.5 **QR**

This course will introduce students to qualitative methods in psychological research. Topics will include data collection methodologies (e.g., interviews, focus groups, participant observation), coding strategies (e.g., thematic coding, content analysis, grounded analysis), ethics, and writing. As part of the course, students will be required to design, conduct, analyze, and write up a qualitative study. Prerequisites: PSYC 200 and one advanced level behavior in context course. Offered as our schedule permits.

PSYC 441 Seminar in Animal Behavior

Credit: 0.5

This seminar examines recent theories and empirical research relevant to animal cognition/cognitive ethology. Readings, discussions, and student research presentations will be used to explore recent advances in the study of animal behavior and cognition as well as how these discoveries are being used to provide scientists with a greater understanding of the mental abilities of non human animals. Prerequisites: PSYC 101 or NEUR 112, and PSYC 302 or permission of the instructor. Offered as our schedule permits.

Instructor: Niemiec

PSYC 442 Childhood Psychopathology

Credit: 0.5

This course examines the signs and symptoms, as well as the personal and interpersonal impact, of various disorders of childhood, such as attention deficit hyperactivity disorder, childhood depression, conduct

disorder, eating disorders, and pervasive developmental disorders (e.g., autism and Asperger's syndrome). These disorders are studied through the lens of developmental psycholopathology. This means that they are explained in relation to interlocking sets of normal and abnormal developmental influences, such as genetics, family systems, gender roles, child sexual abuse, poverty, culture and ethnicity, and developmental transitions. This course provides students with intensive instruction in critical thinking and in writing, discussing, and presenting information about theory, research methodology, and data. Prerequisites are PSYC 323 (Child Development) or PSYC 321 (Abnormal Psychology), and permission of both instructors. Offered as our schedule permits.

Instructor: Levine

PSYC 443 Psychology of Eating Disorders

Credit: 0.5

This seminar explores the psychology of eating disorders through readings, discussion, lectures, student research and presentations, and visits by clinicians. We will examine the full spectrum of problems linked to negative body image, the definition of self in terms of weight and shape, calorie-restrictive dieting, and chaotic eating patterns. Issues to be investigated include comorbidity with other psychological disorders, gender differences, behavior genetics, and treatment and prevention. Prerequisites: junior or senior status, psychology or neuroscience major, and a grade of B or better in one of PSCY 321, PSYC 323, PSYC 346, or PSYC 348. Offered as our schedule permits.

Instructor: Levine

PSYC 444 Seminar in Memory

Credit: 0.5

This seminar will survey basic experimental and theoretical work on memory processes, drawing from both human and animal research. Topics may include the neurobiology of memory, forgetting, the effects of drugs on memory, memory disorders (such as amnesia or Alzheimer's), the effects of stress on memory, and the implantation of false memories. Students may also suggest special topics to be covered. This course has a discussion format. Prerequisites: PSYC 101 or 102, or permission of the instructor. Offered as our schedule permits.

Instructor: Millin-Lipnos

PSYC 449 Theory and Research on the Self

Credit: 0.5

Our sense of self provides meaning and coherence to our lives, but the processes involved in the creation, structure, and functioning of the self are only beginning to be understood. This course is designed as a seminar examining recent psychological theory and research on the self. We will explore the problem of self-perception and self-knowledge, the development of self-conceptions, and the role that the self plays in our perceptions and interactions with the social world. We will also ask questions about the ways in which people evaluate themselves, and enhance and protect their self-esteem. Finally we will examine the way in which the self is woven into our social lives, and the relation between the private and the public self. Prerequisites: PSYC 101 and 102, and PSYC 325 or PSYC 326 or PSYC 344 or PSYC 423. Offered as our schedule permits.

PSYC 450 Psychology of Ethnic Conflict

Credit: 0.5

Although group conflict is hardly new, the last decade has seen a proliferation of conflicts engaging intrastate ethnic groups, with approximately thirty such conflicts being fought each year in every part of the globe, including North America. Unlike traditional warfare, civilians comprise more than 80 percent of the casualties, and the economic and psychological impact on survivors is often so devastating that some experts believe that ethnic conflict is the most destabilizing force in the post-Cold War world. Although these conflicts also have political, economic, and other causes, the purpose of this advanced seminar is to develop a psychological understanding of ethnic warfare. More specifically, the course will explore the function of ethnic, religious, and national identities in intergroup conflict. In addition, it will examine the roles of leaders, extremists (terrorists/freedom fighters), victims, and bystanders, using psychological theory and research about individual and group behavior. The Israeli-Palestinian conflict will be used as a case study. However, most readings will not be conflict-specific, and students will be able to pick a different conflict for their written assignments. Prerequisites: PSYC 102 and junior or senior status.

PSYC 475 Psychology Senior Seminar

Credit: 0.5

The psychology senior seminar is a required course for senior psychology majors. Each section will have a different topic, but in every seminar students will read and discuss psychological literature, write and discuss critiques of research articles, develop a review paper on a topic in psychology, develop a research proposal on a topic in psychology, and make a formal oral presentation to the class. Classes will be limited to 10-12 students. Prerequisites: Senior psychology major status. Offered every fall.

PSYC 493 Individual Study

Credit: 0.25-0.5

Individual study in psychology allows students the opportunity to pursue research on a topic of special interest. The course is designed in consultation with a faculty mentor. The level of credit can range from .25 to .5 unit of credit, and students can take more than one semester of individual study. Typically, only juniors or seniors may pursue this option. To enroll, a student must first identify a member of the Psychology Department who is willing to mentor the project. The student must give the department chair a written description of the project, including the nature of the proposed work and a list of references. The project should include reading and reviewing scientific literature and will likely entail a research project in which original data are collected. It is expected that the student and faculty member will meet, on average, once a week during the course of the individual study. The final project will likely be a paper written in the style of the American Psychological Association. Additional assignments may be required as well?for example, a public presentation. The amount of work required for the individual study should approximate that required of other 300-level psychology courses. It is possible for students to pursue a group project, but more work will be expected for the completed project, and each student will write her or his own individual paper.

PSYC 497Y Senior Honors

Credit: 0.5

This is a program for senior candidates for honors in psychology, culminating in a senior honors thesis. The course will consist of a research project in some area of psychology. A student who wishes to conduct an honors project must meet each of the following three criteria: (1) the student must have a GPA of 3.5 in psychology and an overall GPA of 3.3; (2) the student must have participated in a psychology-department-approved research experience (which might

be research in a research methods course, independent study, or summer lab work); and (3) the student must have completed a minimum of 4 units in psychology and have taken the appropriate core courses for the proposal before the senior year. It is also recommended that the student have had exposure to calculus and other courses within the Natural Sciences Division.

Instructor: Murnen

PSYC 498Y Senior Honors

Credit: 0.5

See the course description for PSYC 497Y.

Instructor: Murnen

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. 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. The concentration culminates in an interdisciplinary capstone course focusing on the economic, moral, and political considerations entailed in analyzing and evaluating public policy and its purposes. In a typical program, a student would take ECON 101 and ECON 102 as a first- or second-year student, PSCI 310 in the sophomore year, 1.5 units of electives following these foundation courses, and the capstone course, ECON/PSCI 440 , in the senior year.

Requirements of the Program

The concentration encompasses 3.5 units in economics and political science. All students are required to take the three foundation courses and the capstone course. The foundation courses are ECON 101 (Principles of Microeconomics), ECON 102 (Principles of Macroeconomics), and PSCI 310 (Public Policy). The remaining 1.5 units will be selected from the electives designated as appropriate for the concentration. Economics majors must take at least 2 units in political science, excluding the capstone course, and political science majors must take at least 2 units in economics, excluding the capstone course. Other majors must take at least 1.5 units in each department.

Required Courses

(offered every year)

ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
ECON 440/PSCI 440 Capstone Seminar in Public Policy
PSCI 310 Public Policy

Economics Electives

(not offered every year)

ECON 331 Economics of Development
ECON 335 Economics of Immigration
ECON 336 Environmental Economics
ECON 338 International Trade
ECON 339 International Finance and Open-Economy Macroeconomics
ECON 342 Economics of Regulation
ECON 343 Money and Financial Markets
ECON 347 Economics of the Public Sector
ECON 358 Economics of Health
ECON 378 Economics of Women and Work
ECON 383 American Economic History

Political Science Electives

(not offered every year)

PSCI 300 Congress and Public Policymaking
PSCI 313 Making U.S. Foreign Policy
PSCI 342 Politics of Development
PSCI 355 Immigration, Citizenship, and National Identity
PSCI 361 Globalization
PSCI 363 Global Environmental Politics
PSCI 372 U.S. Foreign Policy since World War IIPSCI 380 Women and Politics
PSCI 461 U.S. Defense Strategy in the Twenty-first Century
PSCI 462 U.S. Foreign Policy after the Cold War
PSCI 470 Power, States, and Markets: The Making of Modern Social Order
PSCI 480 Science and Politics

The codirectors from the two departments, economics and political science, will certify when students have completed the concentration. Courses taken for the concentration may also count for the major.

Additional courses that meet the requirements for this concentration:

ECON 101: Principles of Microeconomics
ECON 102: Principles of Macroeconomics
ECON 331: Economics of Development
ECON 335: Economics of Immigration
ECON 336: Environmental Economics
ECON 342: Economics of Regulation
ECON 343: Money and Financial Markets
ECON 347: Economics of the Public Sector
ECON 358: Economics of Health
ECON 378: Economics of Women and Work
ECON 383: American Economic History
ECON 440: Capstone Seminar in Public Policy
PSCI 241: State and Economy
PSCI 300: Congress and Public Policymaking
PSCI 310: Public Policy
PSCI 313: Making U.S. Foreign Policy
PSCI 342: Politics of Development
PSCI 363: Global Environmental Politics
PSCI 372: U.S. Foreign Policy since World War II
PSCI 380: Gender and Politics
PSCI 440: Senior Seminar in Public Policy
PSCI 461: U.S. Defense Strategy Seminar
PSCI 462: U.S. Foreign Policy after the Cold War
PSCI 480: Science and Politics

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 art 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. We offer courses in Judaism, Christianity, Religions of the Americas, Islam, Buddhism, South Asian religions, and East Asian religions as well as comparative courses on a variety of themes ranging from the environment to issues of peace and social justice. Our 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. We also encourage 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, and African Diaspora Studies, International Studies and Women's and Gender Studies. Our courses require no commitment to a particular faith. However, 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.

The Curriculum

The curriculum mirrors the diversity of the faculty. We offer courses in Judaism, Christianity, religions of the Americas, Islam, Buddhism, South Asian religions, and East Asian religions. Religious studies majors are required to take courses in at least four of these areas. In our courses we emphasize work with primary sources, both textual and nontextual. To this end, 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.

Our introductory courses (RLST 101, 102, and 103) are designed especially for students new to the study of religion, although they are not prerequisites to other courses. RLST 101 is a regular lecture/discussion class; RLST 102 covers the same material in the format of a seminar limited to first-year students; RLST 103, also a first-year seminar, covers equivalent material with a focus on women and religion. Students who enroll in any one of these, and wish to fulfill their humanities requirement with religious studies courses, may do so by taking any other course in the department. For this purpose we especially recommend our foundation courses (200-level), which can also serve as first courses in religious studies.

A few upper-level courses do have specific prerequisites, and a few with no specific course prerequisites do require sophomore or junior standing. They are so noted below. The 200-, 300- and 400-level courses do not need to be taken in sequence.

Requirements for the Major

Students majoring in religious studies are required to take RLST 101, 102, or 103; RLST 390 (Approaches to the Study of Religion); RLST 490 (Senior Seminar); and 3.5 other units. These units must include foundation courses (200-level) in traditions or areas representing at least four of the five fields of study (see lists below). In one of the traditions/areas, at least one more advanced course must also be taken. (Note: there are seven traditions/areas grouped in five fields of study. The advanced course must be in the same tradition or area, not just the same field.)

It is highly recommended that majors take all four of their required foundation courses, if possible, before their senior year. Students who are considering spending any portion of the junior year abroad should take RLST 390 (Approaches) in the sophomore year; otherwise the junior year is recommended.

A. Fields of Study (covering seven traditions/areas)

1. Judaism
2. Christianity
3. Religions of the Americas
4. Islam, South Asian religions
5. Buddhism, East Asian religions

B. Foundation Courses (by tradition/area)
Judaism:
RLST 210 The Judaic Tradition
RLST 211 Modern Judaism
RLST 212 The Jews in Literature

Christianity:
RLST 220 Faith of Christians
RLST 225 New Testament

Americas:
RLST 230 Religion and Society in America (U.S.)
RLST 232 Afro-Caribbean Spirituality
RLST 332 African-American Religions

Islam:
RLST 240 Classical Islam

South Asian:
RLST 250 South Asian Religions

Buddhism:
RLST 260 Buddhist Thought and Practice

East Asian:
RLST 270 Chinese Religions
RLST 275 Japanese Religions

Senior Exercise

The Senior Exercise in religious studies consists of (1) the Senior Seminar, RLST 490; (2) a comprehensive examination consisting of short-answer, objective questions on the seven traditions/areas; (3) a ten- to twelve-page essay on an assigned topic; OR, if approved by the department faculty, a longer comparative research paper (sixteen to twenty pages); and (4) satisfactory participation in a Senior Conference (a presentation and discussion of senior papers before students and RLST faculty).

Honors

Students with an overall grade point average of 3.33 or better and 3.5 or better in religious studies courses are eligible to submit a proposal for an honors project. Honors candidates select a field of concentration entailing 1 to 1.5 units of advanced research and writing under the supervision of one or more faculty members.

Requirements for the Minor

The religious studies minor is designed to expose students in a systematic way to the study of religion, while simultaneously giving them some degree of more advanced knowledge in at least one religious tradition. A total of 3 units are required for the minor in religious studies. The following are the minimum requirements:

- RLST 101, 102, or 103 (.5 unit)
- A foundation course and at least one further course in one of the seven areas listed above (1 unit)
- A second foundation course in another religious tradition (.5 unit)
- Two additional courses (1 unit)
- At least one course must be a seminar.

Religious Studies Courses

RLST 101 Encountering Religion in Its Global Context: An Introduction

Credit: 0.5

The format of this course is lecture and discussion. The usual enrollment in each section is twenty to twenty-five students. The course includes brief introductions to four or five major religious traditions, while exploring concepts and categories used in the study of religion, such as sacredness, myth, ritual, religious experience, and social dimensions of religion. Traditions such as Judaism, Christianity, Buddhism, Islam, Confucianism, Taoism, Hinduism, and Native American traditions are presented through their classic scriptures and traditional practices. Readings vary among sections, but typically include important primary sources on Hindu thought and practice (e.g., the Upanishads, the Bhagavad-gita), Buddhist thought and practice (*The Questions of King Milinda*, *The Heart Sutra*), Jewish life and thought (selections from the Hebrew Bible, *The Sayings of the Fathers*), Christian origins (one or more Gospels, selected Pauline letters), Islam (selections from the Qur'an and Sufi mystical poetry), Confucianism (the Analects), Taoism (the Tao Te Ching), and modern expressions of religion (e.g., Martin Buber's *I and Thou*). Many of the primary sources are studied in conjunction with relevant secondary sources (e.g., Rudolf Otto's *The Idea of the Holy*, important articles by anthropologists of religion). The Department of Religious Studies emphasizes writing, and several essays are assigned in this course. The course is open to all students.

RLST 102 First Year Seminar: Introduction to Religion

Credit: 0.5

This course covers the same material as RLST 101 (see course description, above) but it is open only to first-year students and will be run in a seminar format.

RLST 103 First Year Seminar: Introduction to the Study of Religion: Women and Religion

Credit: 0.5

This course presents an introduction to the study of religion, focusing particularly on women. A variety of religious traditions will be explored as we look into myths, rituals, and practices particular to women. Traditions to be explored may include Buddhism, Hinduism, Judaism, Christianity, and some Native American religions. Students will have a hand in shaping the syllabus in the last third of the semester, with the expectation that individual interests can be accommodated. Enrollment limited to twelve first-year students.

Instructor: Dean-Otting

RLST 210 The Judaic Tradition

Credit: 0.5

For over two millennia Judaism has expressed itself through continual interpretation and reinterpretation of its fundamental teachings. This course will address the central beliefs and practices of Judaism (e.g., monotheism, covenant, commandments, the Sabbath, and holy days) through study of its rich textual and ritual traditions. Developments in Jewish life and thought will be traced through a variety of literature: the Bible (Torah, prophets, Psalms and the Five Scrolls); rabbinic texts (Mishnah, Talmud, and midrash); poetry (Jehuda ha Levi's "Songs of Zion"); medieval philosophy (Maimonides' *Guide for the Perplexed*); and the mystical strand embodied in the *Zohar*. Students will gain an appreciation for the origins of Jewish teachings that remain vital in the tradition today.

Instructor: Dean-Otting

RLST 211 Modern Judaism

Credit: 0.5

This course will survey the life and thought of Jews from the sixteenth century through the modern era. Using a large selection of primary sources (sacred texts, diaries, philosophy, contemporary sources, films, and art), the course will address how fundamental Jewish ideas and practices have both remained the same and changed in response to modernity. Topics covered will include, but not be limited to, worship and ritual, the Jewish Enlightenment, Hasidism, the branches of Judaism, love of Zion and the foundation of the state of Israel, feminism, and ceremonial art.

Instructor: Dean-Otting

RLST 212 The Jews in Literature

Credit: 0.5

This course will use literature as a vehicle to introduce religious practices and themes in Jewish life. The course will examine outstanding works from the fourteenth through the twentieth century in a variety of genres (poetry, drama, folktales, short stories, and novels). We will study literature that was originally written in Hebrew, Yiddish, Russian, and English. Authors in our study may include: Mendele Mocher Sforim, I.L. Peretz, Anski, Scholem Aleichem, H. N. Bialik, S.Y. Agnon, Chaim Grade, Anzia Yezierska, Mary Antin, Tillie Olsen, Yehuda Amichai, Aharon Appelfeld, Amos Oz, Philip Roth, Bernhard Malamud, and Leslea Newman, as well as non-Jewish writers such as Chaucer, Shakespeare, and George Eliot.

RLST 220 Faith of Christians

Credit: 0.5

This course presents an inquiry into the main elements of the historical development, beliefs, and practices of Christians and an examination of historical and modern Christian diversity on topics such as God, Christ and the Spirit, the church, the role of faith, and the end-time. Students will read selections from New Testament as well as selections from historical and contemporary Christian writers that address both traditional issues—such as the division of ordained clergy and laity and the role of women—and contemporary concerns, such as liberation theology and stem-cell research.

RLST 225 New Testament

Credit: 0.5

This course is an introduction to the literature of the New Testament. Primary texts in English translation will be read to understand the social, political, and religious concerns of Christian writers of the first and second centuries. Students will learn about canon formation, problems of historical criticism, and competing forms of Christianity within the ancient world (including differing views of Jesus within canonical and noncanonical writings). The course will also examine the relation between Christianity and the Roman Empire, the relation between Christianity and Judaism, the relation between Christianity and Gnosticism, and the placement of women within the New Testament. Methodologies currently practiced in biblical exegesis, including form criticism, redaction criticism, literary-criticism, and socio-historical criticism, are also introduced. Students are required to read assigned writings critically, analyzing structure, themes, and the narrative voices of the texts to discover the distinctive literary and religious difference among New Testament writings. No previous familiarity with the New Testament is required.

RLST 230 Religion and Society in America (U.S.)

Credit: 0.5

This course explores the religious history of the United States, with an emphasis on the relationship between religious beliefs/values and broader social and political processes. Section one examines the attempt of European immigrants to establish church-state compacts in New England and Virginia, while the middle colonies adopted a more pluralistic approach. Section two surveys the period between the American Revolution and the Civil War, looking at the separation of church and state, the growth of religious pluralism, and the continued existence of the "Peculiar Institution." Section three looks at how various social forces shaped religion in the United States from the Civil War to World War II: immigration, urbanization, prejudice, and the Social Gospel; expansionism and missions; and modernism and fundamentalism. Section four examines the shaping of the American religious landscape from World War II to the present through such forces as religious revitalization, activism for personal and civil rights, new waves of immigration, and new communication media.

Instructor: Edmonds

RLST 232 Afro-Caribbean Spirituality

Credit: 0.5

This course explores the contours of the religious expressions that people of African descent have forged in the Caribbean. It will examine the context of domination and resistance in which African spirituality was forged, give a brief overview of African influence on religious expressions in the Americas, and explore the religious traditions of Vodou, Santeria, and Rastafari, paying close attention to their social history, their understanding of the universe, their social structure, and their rituals and ceremonies.

Instructor: Edmonds

RLST 240 Classical Islam

Credit: 0.5

Islam is the religion of more than a billion people and the dominant cultural element in a geographical region that stretches from Morocco to Indonesia. This course examines the development of Islam and Islamic institutions, from the time of the Prophet Muhammad until the death of Al-Ghazali in 1111 CE. Special attention will be given to the rise of Sunni, Shi'i, and Sufi piety as distinctive responses to the Qur'anic revelation.

Instructor: Schubel

RLST 250 South Asian Religions

Credit: 0.5

The South Asian subcontinent has been the home of a fascinating array of religions and religious movements. Focusing on Hinduism, this course will examine the development of religious practice in South Asia and the interaction of competing religious ideas over time. The course will include discussions of Indus Valley religion, Vedic Brahmanism, Jainism and Buddhism, the Upanishads, classical Hinduism, Bhakti, Islam, and Modern Hinduism.

Instructor: Schubel

RLST 260 Buddhist Thought and Practice

Credit: 0.5

Buddhism has been one of the major connective links among the varied cultures of South, Southeast, and East Asia for over two millennia, and in this century it has established a solid presence in Europe and North America. This course will survey the history, doctrines, and

practices of Buddhism in South Asia, Southeast Asia, Tibet, and East Asia. Readings will be in both primary texts and secondary sources, and will be supplemented by films. The format will be a combination of lecture and discussion. No prerequisites. Offered every third year.

Instructor: Adler

RLST 270 Chinese Religions

Credit: 0.5

This course is a survey of the major historical and contemporary currents of religious thought and practice in Chinese culture. Our aim will be to gain a richer understanding of some characteristic Chinese ways of experiencing the self, society, and the world. We will examine the three traditional "teachings" (Confucianism, Daoism, and Buddhism), as well as "popular religion," and the contributions of all four to Chinese culture. Specific themes will include ancestor worship, sacrifice and divination, religious ethics, meditation, and longevity techniques. In each section we will attempt to identify those aspects of Chinese religion which are inextricable from traditional Chinese culture and those which are capable of crossing cultural boundaries. Classes are a mixture of lecture and discussion. Readings will focus on primary religious texts, supplemented by films. No prerequisites. Offered every fall semester.

Instructor: Adler

RLST 275 Japanese Religions

Credit: 0.5

This course will be a historical and contemporary survey of religious life in Japan, focusing on the Shinto, Buddhist, and Confucian traditions. We will pay special attention to the ways in which religious ideas, values, and practices are integrated into the common forms of Japanese culture today. Classes will be a mixture of lecture and discussion, supplemented by films. No prerequisites. Offered every third year.

Instructor: Adler

RLST 310 Hebrew Scriptures/Old Testament

Credit: 0.5

This course will serve as an introduction to the Hebrew Scriptures (Old Testament), as they reflect the myths, history, and institutions of ancient Israel. Topics to be explored will include biblical narratives and poetry, law codes, prayers and ritual, the prophetic critique of religion and society, and wisdom literature. Students will be given an opportunity to read a selection of short fiction and poetry that have been inspired by biblical literature.

Instructor: Dean-Otting

RLST 313 Jewish Mysticism

Credit: 0.5

This course examines Judaism and the development of its mystical tradition from the destruction of the Temple in 70 CE to the Kabbalistic works of the thirteenth century. The course will also cover the later traditions such as Lurianic mysticism in the sixteenth century. Topics to be covered include the Merkebah mystics, who elaborated upon Ezekiel's vision of the fiery chariot; religion and magic; religious movements of later antiquity, such as Gnosticism, and their influences on Jewish mysticism; the influence of Jewish mysticism on the development of rabbinic Judaism and its classic texts; the origin of Kabbalah and its reinterpretation of Torah. Texts will include translations of mystical texts of this period, such as Merkebah tracts, the Book of Creation, the Bahir, and the Zohar. Prior knowledge of Judaism is not required.

Instructor: Suydam

RLST 320 Medieval Christianity

Credit: 0.5

We will examine major works by central figures involved in the development of the medieval world-view: theological disputes, mysticism, inter-religious dialogue, new forms of religious community, feminine spirituality, and humanism. We will look at key issues—nature, community, salvation, God, knowledge, and love—that were of common interest to theologians, philosophers, mystics, and popular religion. Authors to be read include Augustine, Benedict, Abelard, Francis of Assisi, Bonaventure, Aquinas, Julian of Norwich, and Dante.

Instructor: Rhodes

RLST 328 Women in Christianity

Credit: 0.5

This course explores the significance of Christianity for women in that tradition. Why wasn't Mary considered one of the disciples? How did a system of church government evolve that excluded women? How have women responded to that system? We will examine founders of church-reform movements such as Claire of Assisi, as well as founders of new Christian churches (e.g., Ellen White, founder of Seventh-Day Adventism, and Mary Baker Eddy, founder of Christian Science). The course will also explore contemporary Christian issues involving women, such as ordination, abortion, and marriage and divorce laws. One of the goals of the course is to explore the importance and consequence of gender in the Christian experience. Is Christianity different for men and women? A respect for the variety within Christianity and the choices made by different women within it are also important parts of this course.

Instructor: Suydam

RLST 329 Christian Mysticism

Credit: 0.5

This course explores the evolution and development of the Christian mystical traditions from the origins of Christianity to about 1500. It analyzes the philosophical traditions based upon neoplatonic theories, the development of monasticism, and ecstatic mystical practices. One goal of the course is to problematize the term "mysticism" and trace its linguistic and philosophical development through the nineteenth and twentieth centuries. Questions we will be asking include: Is mysticism a solitary or a communal experience? Do mystics who engage in somatic practices (such as copious weeping, bleeding, or fasting) represent a "less pure" variant of mysticism than those who prefer solitary contemplation? Questions of gender are also pertinent, as women's access to the philosophical traditions were more limited than men's. We will also explore the role of mystical traditions in "mainstream" Christianity.

Instructor: Suydam

RLST 331 The Reformation and Literature: Dogma and Dissent

Credit: 0.5

The Reformation deeply influenced the literary development of England and transformed the religious, intellectual, and cultural worlds of the sixteenth and seventeenth centuries. The long process of Reformation, shaped by late-medieval piety, the Renaissance, Continental activists, and popular religion, illustrates both religious continuities and discontinuities in the works of poets and prelates, prayer books and propaganda, sermons and exorcisms, bibles and broadsheets. This interdisciplinary course will focus on a range of English literature, from the Humanists under early Tudor monarchs to the flowering of

Renaissance writers in the Elizabethan and Stuart eras, in the context of religious history, poetry, drama, prose, and iconography. Writers and reformers, such as More, Erasmus, Cranmer, Shakespeare, Marlowe, Southwell, Herbert, and Donne, will be examined. Note: This course is cross-listed as ENGL 331.

Instructor: Davidson, Rhodes

RLST 332 African-American Religions

Credit: 0.5

This course seeks to combine a survey of the history of African-American religious experiences with an exploration of various themes emerging from that history. Special attention will fall on the social forces shaping such experiences; the influence of African-American religious commitments on their cultural, social, and political activities; and the diversity of religious experiences and expressions among African-Americans. The survey will encompass African religious heritage and its relevance in America; the religious life of slaves on the plantations and rise of independent African-American churches in both the North and the South; the role of African-American churches during the reconstruction and Jim Crow; the emergence of diverse African-American religious traditions and movements in the first half of the Twentieth Century; African-American religion in the Civil Rights era; and current trends and issues in African-American religion and spirituality. Some of the themes that will occupy our attention include religion and resistance; religion and cultural formation; African-American Christian missions; the Back to African Movement; the aesthetics of worship in African-American churches; class, gender and social mobility; and religion and political activism. We will employ a combination of primary and secondary readings along with audio-visual materials in exploring the development of and the issues in African American religious experiences.

Instructor: Edmonds

RLST 342 Religion and Popular Music in the African Diaspora

Credit: 0.5

Religious spaces, ideas, and practices have exerted a formative influence on the cultures of the people of African descent in the Americas. Nowhere is this more evident than in the musical traditions of the African Diaspora. This course will examine the relationship between African Diaspora religious expressions and popular music in the United States and the Caribbean. It will focus primarily on the African-American (U.S.) musical traditions, rara from Haiti, calypso from Trinidad and Tobago, and reggae from Jamaica. Special attention will be given to the religious roots of these musical expressions and their social functions in shaping identity and framing religious, cultural, and political discourses. Readings, videos/dvds, and CDs, along with presentations and discussions, will assist us in the exploration of the various facets of our topic.

Instructor: Edmonds

RLST 360 Zen Buddhism

Credit: 0.5

This course will cover the history, doctrines, and practices of Zen Buddhism in China, where it originated and is called Chan; Japan, where it has influenced many aspects of Japanese culture and from where it was exported to the West; and the United States. The class format will be a combination of lecture and discussion. Readings will be in both primary texts and secondary studies, and will be supplemented by slides and several films. No prerequisites Offered every third year.

Instructor: Adler

RLST 380 Social Justice: The Ancient and Modern Traditions

Credit: 0.5

This mid-level course will examine the development of theories of ethics and social justice from the ancient Hebrew tradition of Torah and the prophets, New Testament writers Luke and Matthew, medieval natural law to modern discussions about social, political, and economic justice. We will explore how critical social theory has been applied within the political and economic context of modern industrial societies and how biblical and later religious teachings have been used as the basis for social ethics. Questions of justice, freedom, development, individualism, and alienation will be major themes in this study of capitalism, Christianity, and Marxism. Special emphasis will be on contemporary debates about the ethics of democratic capitalism from within conservative theology and philosophy and radical liberation theology. Readings will be from the Bible, Papal encyclicals, the American Catholic Bishops' Letter on economics and social justice, Friedman, Fromm, Pirsig, Schumacher, Wallace, and Farmer. Prerequisite: permission of the instructor. This course is cross-listed as SOCY 243.

RLST 381 Meanings of Death

Credit: 0.5

In all cultures, the idea of death and dying has shaped the imagination in myth, image, and ritual. This course will explore the symbols, interpretations, and practices centering on death in diverse religious traditions, historical periods, and cultures. We will use religious texts (the Bible, Buddhist texts, and Hindu scriptures), art, literature (Gilgamesh, Plato, Dante), psychological interpretations (Kuebler-Ross), and social issues (AIDS, atomic weapons, ecological threats) to examine the questions death poses for the meaning of existence. Prerequisite: sophomore standing.

Instructor: Rhodes

RLST 382 Prophecy

Credit: 0.5

Prophets were the messengers of justice and social responsibility in antiquity. This course poses the question: Are there contemporary prophets? We will first focus on the origins of prophecy in the Ancient Near East, and then will explore a number of contemporary writers. Max Weber, Victor Turner, Abraham Joshua Heschel, Cornel West, and Martin Buber will provide theoretical perspectives. We will examine the role of biblical prophets (Amos, Isaiah, Micah, and others) and the prophetic roles of Jesus and Muhammad. In the last two-thirds of the semester we will study a selection of modern voices on current social issues. Possibilities include but are not limited to: Martin Luther King Jr., Malcolm X, bell hooks, Jonathan Kozol, Wendell Berry, Arundhati Roy, Bob Marley, June Jordan, and Aharon Shabtai. Enrollment limited to students with sophomore standing or above.

Instructor: Dean-Otting

RLST 390 Approaches to the Study of Religion

Credit: 0.5

This is a survey intended to acquaint students with major methods employed in the academic study of religion. The course will cover phenomenological, psychoanalytical, sociological, and anthropological approaches to religion. Authors to be discussed will include Frazer, Marx, Freud, Weber, Durkheim, Eliade, Levi-Strauss, Douglas, Geertz, and Turner. This course is required for religious studies majors.

RLST 398 Junior Honors
Credit: 0.5

RLST 411 Trials, Debates, and Controversies
Credit: 0.5
This course aims at an in-depth exploration of controversial issues in U.S. religious history—issues that resulted in trials and/or significant national debates, for example, the antinomian controversy and the trial of Anne Hutchinson, the Salem witch hunt, the Quaker Invasion, slavery and abolition, social gospel, Jim Crow and civil rights, and abortion and same-sex marriage. Each offering of the course will explore two or three such issues, utilizing role playing or more specifically the pedagogical approach called "Reacting to the Past," developed by Barnard College History Professor, Mark Carnes. Students will assume, research, and reenact the roles of the various participants in these controversies.
Instructor: Edmonds

RLST 421 Modern Catholicism
Credit: 0.5
This course examines the reform and renewal of Catholicism confronting modernity. We will study major trends, using documents from official sources and the writings of key figures, from Cardinal Newman to Benedict XVI. The changing role of the papacy will be discussed in terms of historical statements, recent ecumenical exchanges with other Christians and non-Christian groups, and developing alternate models of the church. Catholic thought on peace and social justice, sexual ethics, and trends in spirituality will be traced using theological, artistic, and literary sources. No prerequisites.
Instructor: Rhodes

RLST 440 Seminar on Sufism
Credit: 0.5
This seminar will examine some of the important ideas, personalities, and institutions associated with Islamic mysticism. Students will read and discuss important primary and secondary sources on such topics as the development and organizations of Sufi tariqahs, Sufi mystical poetry, the nature of the Sufi path, and Sufi psychology. A crucial aspect of the course will be on examination of the role of the veneration of "holy persons" in Islamic piety. Prerequisite: RLST 240 (Classical Islam) or permission of the instructor.
Instructor: Schubel

RLST 443 Voices in Contemporary Islam
Credit: 0.5
This seminar will explore some of the crucial issues and debates in the contemporary Muslim world. Issues to be examined will include the compatibility of Islam with democracy, the connections between Islam and terrorism, the role of Wahabism in the construction of contemporary Islamic movements, feminist movements within Islam, Islam and pluralism, and Sufism in the contemporary context. The course will focus on primary sources, including writing by Khaled Abou Fadl, Amina Wadud, and Osama bin Laden. Prerequisite: RLST 240 or permission of instructor.
Instructor: Schubel

RLST 444 Fundamentalism in Comparative Perspective
Credit: 0.5
The last century saw the rise and proliferation of a myriad of religious revitalization movements often grouped together under the rubric of "fundamentalism." This seminar will examine the development of fundamentalist movements in Christianity, Islam, Judaism, Buddhism, and Hinduism from a variety of perspectives. Issues to be addressed will include the relationship of fundamentalisms to their larger religious contexts, the political dimensions of fundamentalism, associations between fundamentalism and violence, and the special connection between fundamentalism and modernity. The course will be taught in a seminar format. Prerequisite: sophomore standing.
Instructor: Schubel

RLST 447 Islam in America
Credit: 0.5
This course will be an examination of Islam in contemporary North America and Canada. It will explore such topics as the diversity of the Muslims community, the relevance and practice of Islamic law in a secular society, the problem of Islamophobia, and issues of race, ethnicity and gender among North American Muslims. Prerequisite: RLST 240 or permission of Instructor.
Instructor: Schubel

RLST 471 Confucian Thought and Practice
Credit: 0.5
This seminar will explore the philosophical and cultural history of the Confucian tradition, primarily in China, from its inception to the present day. Readings will include both primary texts and secondary studies covering the Five Classics and the sayings of Confucius and Mencius, the Neo-Confucians of the Song and Ming dynasties, and the "New Confucians" of the twentieth century. Among the general questions to be considered are: In what senses can Confucianism be considered a religious tradition? How is Confucianism in China related to the tension between tradition and modernity? Which aspects of the tradition are culture-bound and which are universally applicable? The last four weeks will focus on a particular question of contemporary interest, such as the role of women in Confucianism or the question of human rights. Prerequisite: any one of the following: RLST 270 (Chinese Religions), RLST 471 (Confucianism), HIST 161 (East Asia to 1850), HIST 263 (Imperial China), or permission of instructor. Offered every other spring semester.
Instructor: Adler

RLST 472 Taoism
Credit: 0.5
This seminar will examine the various expressions of Daoism (Taoism) in the Chinese religious tradition. Beginning with the classical Daoist texts of the third century BCE (often referred to as "philosophical Taoism"), we will discuss the mythical figure of Laozi (Lao Tzu) and the seminal and enigmatic text attributed to him (Dao de jing), the philosopher Zhuangzi, and the shadowy "Huang-Lao" Daoist tradition. We will then examine the origins, beliefs, and practices of the Daoist religion, with its hereditary and monastic priesthoods, complex body of rituals, religious communities, and elaborate and esoteric regimens of meditation and alchemy. Some of the themes and questions we will pursue along the way are: (1) the relations between the mystical and the political dimensions of Taoist thought and practice; (2) the problems surrounding the traditional division of Taoism into the "philosophical" and "religious" strands; (3) the relations between Taoism and Chinese "popular" religion; and (4) the temptation for Westerners to find what they want in Taoism and to dismiss much of its actual belief and practice as crude superstition, or as a "degeneration?" from the mystical purity of Lao Tzu and Chuang Tzu.

Prerequisite: any one of the following: RLST 270 (Chinese Religions), RLST 471 (Confucianism), HIST 161 (East Asia to 1850), HIST 263 (Imperial China), or permission of instructor. Offered every other spring semester.

RLST 480 Religious Communities

Credit: 0.5

This course will examine traditional and innovative forms of monastic life and spirituality, using as a case study contemporary Christianity in dialogue with global monastic traditions, in Buddhism and Hinduism. Starting with a brief historical overview, we will read the works of Thomas Merton, Henri Nouwen, Benedicta Ward, and Kathleen Norris. We will also use documentary videos and fictional accounts of the ascetic life, and track recent features of inter-faith monastic contacts. Prerequisite: sophomore standing.

Instructor: Rhodes

RLST 481 Religion and Nature

Credit: 0.5

This seminar examines various religious perspectives on the meaning and value of the natural world and the relationship of human beings to nature. The focus will be on environmental ethics in comparative perspective. We will look at Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, Confucianism, and Native American religions to see what conceptual resources they can offer to a contemporary understanding of a healthy relationship with the natural world. Prerequisite: any 100- or 200-level course in religious studies, or permission of the instructor. Offered every other year.

RLST 490 Senior Seminar

Credit: 0.5

This course is designed as a capstone experience in Religious Studies for majors in the department. The theme of the seminar will cary according to the instructor. Past themes have included religious autobiography, religion and cinema and new religious movements. The course is required for, but not limitied to, senior religious studies majors. Religious studies minors are encouraged to enroll, provided there is space. Non-majors should consult the instructor for permission to register for the course.

RLST 493 Individual Study

Credit: 0.25-0.5

The department reserves individual studies to highly motivated students who are judged responsible and capable enough to work independently. Such courses might entail original research, but usually they are reading-oriented, allowing students to explore in depth topics that interest them or that supplement aspects of the major. Normally, students may pursue individual study only if they have taken all the courses offered by the department in that particular area of the curriculum. An individual study course cannot duplicate a course or topic being concurrently offered. Exceptions to this rule are at the discretion of the instructor and department chair. To enroll, a student must seek permission of the instructor and department chair?ideally, during the semester before the individual study is to take place. The instructor and student agree on the nature of the work expected (e.g., several short papers, one long paper, an in-depth project, a public presentation, a lengthy general outline and annotated bibliography). The level should be advanced, with work on a par with a 300- or 400-level course. The student and instructor should meet on a regular basis, with the schedule to be determined by the instructor in consultation with the student. Individual studies may be taken for .5 or .25 unit, at the discretion of the instructor. Prerequisite: GPA of at least 3.0. Exceptions (e.g., for languages not regularly taught at Kenyon) are granted at the discretion of the instructor, with the approval of the department chair.

RLST 497Y Senior Honors

Credit: 0.5

Prerequisite: permission of department.

RLST 498Y Senior Honors

Credit: 0.5

Prerequisite: permission of department.

Some recently offered special topics include:

Sacred Journeys, Holy Shrines: Pilgimage in World Religions
Native American Religions: Continuity and Change
Mormonism: Prophets, Polygamy, and Proselytizing

Scientific Computing

Interdisciplinary

The Scientific Computing Concentration is an interdisciplinary program in the application of computers to scientific inquiry. 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.

Curriculum and Requirements

The concentration in scientific computing requires a total of 3 units of Kenyon coursework. MATH 118 Introduction to Computer Science (.5 unit) 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 (see list below). In these courses, computational methods form an essential means for attacking scientific problems of various kinds.

Students in the concentration will also take at least 1 unit of "intermediate" scientific computing courses. These courses have computational methods as their main focus and develop these methods extensively.

In addition to regular courses that are identified as "contributory" or "intermediate," particular special-topics courses or independent studies in various departments may qualify in one of these two categories. Students who wish to credit such a course toward the concentration in scientific computing should contact the program director at the earliest possible date.

The capstone course of the program is SCMP 401 Advanced Scientific Computing (.5 unit), a project-oriented, seminar-style course for advanced students.

Required courses (1 unit)
MATH 118 Introduction to Programming
SCMP 401 Advanced Scientific Computing

Contributory courses (1 unit)
CHEM 336 Quantum Chemistry
CHEM 370 Computational Chemistry
ECON 375 Introduction to Econometrics
MATH 206 Data Analysis
MATH 226 Design and Analysis of Experiments
MATH 347 Mathematical Models
PHYS 140,141 Classical Physics
PHYS 240,241 Fields and Spacetime
PHYS 380,381,382 Electronics
PHYS 385,386,387 Experimental Physics

Intermediate courses (1 unit)
MATH 218 Data Structures and Program Design
MATH 328 Coding Theory and Cryptography
PHYS 218 Dynamical Systems and Scientific Computing
PHYS 219 Complex Systems in Scientific Computing
SCMP 493 Individual Study in Scientific Computing

Scientific Computing Courses

SCMP 401 Scientific Computing Seminar
Credit: 0.5 **QR**
This capstone course is intended to provide an in-depth experience in computational approaches to science. Students will work on individual computational projects in various scientific disciplines. This year the course will focus on applications of parallel computing using Kenyon's Beowulf-class computing cluster and other resources at the Ohio Supercomputer Center. Prerequisites: MATH 118, completion of at least 0.50 unit of an "intermediate" course and at least 0.50 unit of a contributory course, junior or senior standing, and permission of the instructor and the program director.

Additional courses that meet the requirements for this concentration:

CHEM 336: Quantum Chemistry
ECON 375: Introduction to Econometrics
MATH 118: Introduction to Programming
MATH 206: Data Analysis
MATH 218: Data Structures and Program Design
MATH 226: Design and Analysis of Experiments
MATH 347: Mathematical Models
PHYS 140: Classical Physics
PHYS 141: Introduction to Experimental Physics I
PHYS 218: Dynamical Systems in Scientific Computing
PHYS 219: Complex Systems in Scientific Computing
PHYS 240: Fields and Spacetime
PHYS 241: Fields and Spacetime Laboratory
PHYS 280: Electronics
PHYS 281: Electronics Laboratory
PHYS 480: Research Methods for Experimental Physics
PHYS 481: Experimental Physics
PHYS 493: Individual Study
PHYS 494: Individual Study

Sociology

Social Sciences Division

Sociology involves the systematic examination of human social activity, from everyday face-to-face encounters to the movements of civilizations throughout history. Unlike disciplines that focus on a single aspect of society, sociology stresses the complex relationships governing all dimensions of social life, including the economy, state, family, religion, science, social inequality, culture, and consciousness. Sociology also examines social structures such as groups, organizations, communities, and social categories (such as class, sex, age, or race) and analyzes their effect on people's attitudes, actions, and opportunities in life. Sociological inquiry is guided by several theoretical traditions and grounded in the empirical observation of social reality.

The discipline emerged in the nineteenth century as a critical analysis of modern, Western society; yet it is informed by philosophers and theorists from earlier centuries. Today, sociologists study ways in which the modern world continues to change, often by making comparisons with societies at other times and in other places. Sociology majors go on to take active roles in corporate boardrooms, law offices, government departments, social service agencies, classrooms, and policy think tanks. In a broader sense, everyone can benefit from sociology's unique understanding of our common humanity and the diversity of social life.

Beginning Studies in Sociology

Students may begin their study of sociology by enrolling in any 100-level course in the department. Each course combines lecture and discussion and has an enrollment limit of approximately twenty-five students. All of these courses apply the theory and methods of sociology to achieve an understanding of the character of life in modern societies, especially our own. Each course is distinguished by a particular thematic focus and accompanying course materials. Students may enroll in only one introductory course in sociology. After that, students should enroll in a mid-level course.

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.

The Sociology Major

Students majoring in sociology must complete a minimum of 5 units of work in the discipline which meet the following requirements:

Introductory course (SOCY 101 through SOCY 107). Students may take only one intro-level course. Students are expected to take an introductory course in order to enroll in area and core courses in sociology.

Area courses. Eight courses (4 units) are required. At least one course (.5 unit) must be taken in each of the four areas of the sociology curriculum (institutions and change, culture and identity, social theory, research methods) and at least two courses (1 unit) must be taken in three of these areas.

Core courses. Sociology majors are required to take SOCY 262 and SOCY 271 as early as possible. Majors are also required to take two 300-level theory or methods courses of their choice. (This major requirement applies to all students who declare the sociology major beginning in the 2010-11 academic year). These core courses also count toward completion of area requirements. Students planning to attend graduate school in sociology or related fields are strongly encouraged to take more than four core courses.

Senior Seminar. SOCY 489 (.5 unit) is required and taken in the fall of the senior year.

With departmental approval, students who do not receive sociology credit from off-campus study may count up to 1 unit of work in other disciplines toward the major requirements.

The Senior Exercise

The Senior Exercise is designed to provide majors with an opportunity to (1) undertake original scholarship on topics of their own choosing, (2) present the results of this scholarship to students and faculty members in a professional setting, and (3) produce high-quality papers through a process of discussion and rewriting.

Each student submits a paper proposal in September, to which departmental faculty members respond in writing. The student then prepares the paper in consultation with faculty members. All Senior Exercise participants will present their research and answer questions from peers and faculty. Following these sessions, each student revises the paper in light of faculty and student comments. The final paper is submitted in January.

Faculty members evaluate student work with regard to the quality of the final paper, the clarity and effectiveness of the oral presentation, and the extent and quality of student participation in discussion. Written notification of the results of the evaluation is provided by the end of March; included is notice of whether or not the student has passed and/or earned distinction. Students who fail the Senior Exercise may be asked to rewrite their paper or to take a written or oral comprehensive examination covering material presented in the major program. This decision will be made by the Sociology Department.

Honors

The Honors Program is designed to facilitate significant independent research by our department's finest students. Typically, the student will propose a topic for research in consultation with a member of the faculty who agrees to serve as the project advisor. The department will then approve (or decline to approve) the honors research on the basis of the merit of the proposal itself as well as the student's past classroom performance, motivation to pursue excellence, and demonstration of the organizational skills required for successful completion. In consultation with the project advisor, the student will go on to build an honors committee consisting of two members of the sociology faculty (including the advisor), one member from another department on campus, and one member from another institution of higher education (chosen by the advisor). The student will spend the senior year conducting the research and writing an honors thesis. The thesis is finally defended orally before the honors committee, the members of which determine whether to award no honors, Honors, High Honors, or Highest Honors.

Students interested in reading for honors should meet with a faculty member no later than March of the junior year to discuss procedures and develop a proposal. Proposals are due by the end of the first week in April of the junior year. Students approved for participation in the honors program will enroll in two semesters of independent study (SOCY 497, 498) in their senior year.

The Sociology Minor

The department offers a limited number of structured minors. All minors require a minimum of 2 .5 units of coursework, including the introductory course. Additional courses are specified for each particular program of study. Minors are currently offered in the following subjects:

- sociological perspective
- sex and gender
- race and ethnicity
- social class
- law and society
- social theory
- social institutions
- culture

Students should meet with any member of the faculty to learn more about minoring in sociology.

Transfer Credit Policy

The Sociology Department typically accepts transfer credits from other colleges and universities for courses that are commensurate with the unit offerings at Kenyon. We especially encourage students to take courses that are not regularly offered in our curriculum.

We do not permit students to transfer credits earned through online evaluation or two-week special courses offered during winter breaks.

We do permit our majors to transfer the equivalent of 1.0 unit of credit earned while abroad for a semester and 2.0 units earned while away for a complete academic year. Students must make arrangements for these provisions with their advisors and the department chair to ensure that diversification requirements within the sociology curriculum are properly met.

Sociology Courses

SOCY 101 Human Society

Credit: 0.5

This introductory course in sociology explores what is surely the most fascinating of this planet's life forms, Homo sapiens. We are thinking creatures who, lacking a biologically fixed nature, go about constructing societies, at once defining ourselves as we shape our world. Understanding how we accomplish these tasks is the focus of this course. We begin by describing how sociologists see and study the world, and then we apply these tools to the study of human society. Discussions raise issues such as how cultures vary and how they are the same, how people are socialized to take their place in their particular way of life, how traditional and modern societies differ, and why social inequality is found throughout the world. This course combines lecture and discussion, presents various points of view, gives students opportunities to develop writing skills, and highlights ways in which sociology can help with future careers and inform our entire lives. Offered every other year.

Instructor: Macionis

SOCY 102 Social Dreamers: Marx, Nietzsche, and Freud

Credit: 0.5

This introductory course for first- and second-year students traces the development of modern social theory from the seventeenth to the twentieth century. It begins by examining the fundamental social institutions and values that characterize modern society and the Enlightenment in the works of Descartes, Locke, Dickens, Weber, and J.S. Mill: (1) rise of modern state, political democracy, and utilitarianism; (2) market economy, industrialization, and economic liberalism; (3) new class system and capitalism; (4) modern personality (self) and individualism; and (5) principles of natural science, technological reason, and positivism. The course then turns to the dreams and imagination of Romanticism in the nineteenth and twentieth century with its critique of modernity in the works of Marx (socialism), Freud (psychoanalysis), Camus and Schopenhauer (existentialism), and Nietzsche (nihilism). We will outline the development of the distinctive principles and institutions of modernity in the following works: Dickens, *Hard Times*, Marx, *Economic and Philosophical Manuscripts of 1844*, Weber, *The Protestant Ethic and the Spirit of Capitalism* and *Science as a Vocation*, Locke, *Second Treatise of Government*, Mill, *On Liberty*, Descartes, *The Meditations Concerning First Philosophy*, Freud, *Dora: An Analysis of a Case of Hysteria* and *Five Lectures on*

Psychoanalysis, Camus, *The Fall*, Schopenhauer, *The World as Will and Representation*, and Nietzsche, *Twilight of the Idols*. Prerequisites: first- and second-year students only. Offered every year.

Instructor: McCarthy

SOCY 103 Society and Culture

Credit: 0.5

This course introduces students to the field of sociology through studying the role of culture in society. We examine the connections between culture and society by following four major sociological traditions, and we combine theoretical discussions with concrete sociological studies. For the Conflict Tradition, we read Marx's writing on alienation as well as a study about the complex relationship between domestic help and their employers in contemporary America; for the Durkheimian Tradition, we discuss Durkheim's view of religion and morality while reading about why women turn to orthodox Judaism in New York City today; for the Utilitarian and Rational Choice Tradition, we discuss rational choice theory by examining a sociological and historical analysis of the rise of early Christianity; for the Microinteractionist Tradition, we explore the ideas of Goffman and Bourdieu through reading a French sociologist's ethnographic account of training to be a boxer in an African-American gym in Chicago. This course helps students develop a sociological imagination, as well as familiarity with research methods and social theory. Prerequisites: first- and second-year students only. Offered every year.

Instructor: Sun

SOCY 104 Identity in American Society

Credit: 0.5

This introductory course explores the collective foundations of individual identity within the American experience. In what sense is the self essentially social? How are changes in identity attributable to the organization of experience throughout life? What are the effects of gender, race, and social class on consciousness? How have changes in American industrial capitalism shaped the search for self-worth? In what ways have science and technology altered our relationship to nature? What challenges to identity are posed by emerging events in American history, including immigration and the African Diaspora? How has the very advent of modernity precipitated our preoccupation with the question: "Who am I?" Situated as we are in a farming community, we will consider these questions of identity through an examination of local rural society. Students will conduct group research projects to connect our ideas to everyday life. Prerequisites: first- and second-year students only. Offered every year.

Instructor: Sacks

SOCY 105 Society in Comparative Perspective

Credit: 0.5

From our vantage point in the twenty-first century, we perceive that the nature and fate of American society is increasingly connected to the nature and fate of society in other parts of the world. But what is "society" and how does it change over time? How, exactly, does society shape the human experience and human behavior in the United States and elsewhere? And how can we understand the ties that bind society "here" to society "there"? Sociology crystallized in the nineteenth century to address big questions like these in light of the profound uncertainty and human suffering that accompanied the rise of industrial capitalism, rapid urbanization, and the consolidation of the centralized bureaucratic state. This course introduces students to the discipline by revisiting the work of early sociologists, then using the analytical lenses they developed to examine concrete cases of social change and globalization. Offered every year.

Instructor: Johnson

SOCY 106 Social Issues and Cultural Intersections

Credit: 0.5

The objective of this introductory-level course is to critically examine social problems in the United States by using sociological perspectives to investigate the cultural and structural foundations of our society. Toward that end, students will learn sociological and criminological perspectives that provide a basic understanding of the principles of social-problems research from a sociological perspective. Accordingly we will discuss the social problems endemic to social institutions in society. Among the topics to be covered are education, crime, the family, and work, using examples from the Age of Enlightenment up to the present day. The most fundamental expectation of students in this course will be to use their sociological imaginations each and every class period to engage in focused discussion of the readings and assignments completed outside of class. This is expected to aid students in the goal of mastering the necessary skills of critical thinking and discussion, both verbally and in their writing about contemporary topics of interest and concern. Prerequisites: first- and second-year students only. Offered every other year.

Instructor: Kohlman

SOCY 107 Institutions and Inequalities

Credit: 0.5

This introductory course will focus on an analysis of social structure and its impact on the experiences of individuals. We will look at the ways in which social structures construct and constrain reality for individuals and how society and social institutions shape individual values, attitudes, and behaviors. The course will examine sociological concepts through an analysis of culture, social inequality, social institutions, and social change. The first portion of the class will focus on understanding culture and how we come to be social beings. We will then move to an examination of social stratification and inequalities, paying particular attention to the impact of race, class, and gender on the lives of individuals in American society. We will look at recent changes in the institutions of economics, politics, and education and the impact these changes have had on individuals and society. We will end the semester by looking at social change within one institution. By the end of the course, you should understand common sociological concepts and perspectives and be able to consider aspects of the social world through the sociological lens. Offered every year.

Instructor: Thomas

SOCY 220 Problems, Politics, and Policy: The Political Construction of Social Problems and their Solutions

Credit: 0.5

Why do some issues become "social problems" while others do not? For example, each year auto accidents claim the lives of three times as many people as violent crime, yet it is crime rather than cars or driving that we see as a "problem." The course begins by explaining how problems emerge as a result of claims-making within the political arena by social movements or interested publics. We then consider what kinds of issues are defined as problems by political conservatives, liberals, libertarians, and radicals, and what policies are viewed as appropriate responses or solutions. These political dynamics will be illustrated with discussion of a number of issues, including inequality of income and wealth, racial and gender inequality, crime, abortion,

the aging of the U.S. population, and the state of the physical environment. The course provides students with an opportunity to prepare an in-depth political analysis of one issue of choice. Prerequisite: introductory course or permission of instructor.

Instructor: Macionis

SOCY 221 Global Religions in Modern Society

Credit: 0.5

Is religion still important in modern society? Consider the following snapshots of active religious life in our contemporary world: a Zen Buddhist center in San Francisco, a Theravada Buddhist temple in Philadelphia, a Catholic church in Northern China, a Confucian temple in Korea, and a Tibetan Buddhist monastery in India. In this class we approach these fascinating developments of global religions from sociological perspectives, and learn how to understand religions in the context of culture, politics, identity formation, and globalization. We begin with classical texts such as Durkheim's*Elementary Forms of Religious Life* and Weber's *The Sociology of Religion*, and move on to contemporary sociology of religion classics such as Robert Bellah et al's *Habits of the Heart*. Using these theoretical tools, we proceed to discussions of specific cases, which include the Jesuit mission to China (the Chinese Rites Controversy); the making of the world religions paradigm; the diffusion of Buddhism in America; the formation of a Jewish Buddhist identity; and the role of Asian religions in new religious movements. Prerequisite: introductory sociology course or permission of instructor. Offered every other year.

Instructor: Sun

SOCY 223 Wealth and Power

Credit: 0.5

People in the United States are keenly aware of social differences, yet few have a very precise understanding of "social class," the magnitude of social inequality in U.S. society, or why social inequality exists at all. This course provides a semester-long examination of social stratification—a society's unequal ranking of categories of people—in historical, comparative, theoretical, and critical terms. The historical focus traces the development of social inequality since the emergence of the first human societies some ten thousand years ago, with particular attention to the effects of the Industrial Revolution and, more recently, the Information Revolution. The comparative focus explores how and why societies differ in their degree of inequality, dimensions of inequality, and justifications for inequality. Attention is also given to the extent of social differences between high-and low-income nations in the world today. The theoretical focus asks how and why social inequality comes to exist in the first place (and why social equality does not exist), both in a national and an international context. Finally, this course offers a true diversity of political approaches, presenting arguments made by conservatives, liberals, libertarians, and radicals about the degree of inequality in the United States and in the world. Prerequisite: introductory sociology course or permission of the instructor.

Instructor: Macionis

SOCY 224 Sociology of Health and Illness

Credit: 0.5

Critics of the health care system charge that the current system delivers "sick" care, not "health" care. Policies emerging from the 1980s-era opposition to government involvement, the critics argue, have left us with skyrocketing medical costs, increasingly unequal access to health care, little public accountability, and increasing rates of chronic illness. This class will examine these charges by first discussing the social context of health and illness: who gets sick, who gets help, and the medicalization of social problems. We will then look at the health care system (historical development, medical education, institutional settings). We also will explore the interaction between people and their health care providers with respect to language, information exchange, and power relationships. We will then look at the advent of managed care and how it has changed the system in the United States. Several administrators and providers from the community will share their perspectives on these trends. The course will close with a discussion of reform and change within the medical institution and a brief look at health care systems in other countries. Prerequisite: introductory sociology course. Offered every other year.

Instructor: Thomas

SOCY 225 Notions of Family

Credit: 0.5

We all come from families, and the family is therefore a familiar social institution. But family is constituted not just by our individual experiences but also as a product of historical, social, and political conditions. This course will examine how these conditions have shaped family life as we know it today. We will look at the social construction of the family, the psychosocial interiors of families, and how governmental policy has shaped and will continue to shape families in the future. In addition, we will discuss the increasing diversity of family structures, the institution of marriage, and the social construction of childhood and parenting as represented in empirical research and legal decisions. Our underlying framework for analysis will be the gendered nature of family systems. Prerequisite: introductory sociology course. Offered every two years.

Instructor: Kohlman

SOCY 226 Sociology of Law

Credit: 0.5

This mid-level course examines the social conditions that give rise to law, how changing social conditions affect law, and how law affects the society we live in. In the first few weeks, it focuses on how classical social theorists—the so-called founders of sociology—viewed the law and its relationship to the rapid social change unfolding before their eyes in the late nineteenth and early twentieth centuries. In the next several weeks, it explores how social actors such as the environmental, civil rights, and free speech movements attempt to use the law, litigation and legal institutions as instruments of social change. Turning this question around, it then looks at how legal processes, actors, and institutions—criminal trials, lawyers,and the courts, to name a few—interact with the media to shape public opinion, protest, and collective action. This course also explores the diverse ways in which individuals experience and interpret the law, and why this matters for understanding how law operates in the real world. In the final weeks of the semester, it probes how broader cultural shifts in American society are radically redefining the role and scope of our legal system. Prerequisite: introductory sociology course. Offered every other year.

Instructor: Johnson

SOCY 229D Social Movements

Credit: 0.5

This mid-level course will examine social movements as attempts to bring about social change through collective action. The major goals of the course are: (1) to acquaint students with the sociological literature on social movements; (2) to examine the development, life cycle, and impact of several important social movements in the United

States; (3) to examine issues of race, class, and gender within social movements; and (4) to develop students' skills in thinking sociologically about social discontent and social change. Substantively the course focuses primarily on U.S. social movements from the 1960s through today. This course also includes a service-learning component. Each student will work with a community agency two to three hours per week. Prerequisite: introductory sociology course or permission of instructor. This course is the same as AMST 229D, listed in the American Studies Program. This course may be counted toward the major in American studies. Offered every two years.

Instructor: Thomas

SOCY 230 Sociology of Race and Ethnicity in the United States

Credit: 0.5

This mid-level course provides an introduction to the sociological investigation of race and ethnicity in the United States, with a focus on the innovations and limitations of established theoretical paradigms and research agendas. Readings explore central lines of debate concerning the interactions between racial and ethnic groups, the impact of race on social and economic stratification, and the political implications of racialization. Contemporary interrogation of the race concept will also be addressed, with particular attention to the possibilities for change in the social construction of race. Students will actively engage major sociological race paradigms, with the primary objective of understanding how different perspectives can influence interpretations of the significance of race within American society. Prerequisite: introductory sociology course or permission of instructor. Offered every two to three years.

Instructor: Kohlman

SOCY 231 Issues of Gender and Power

Credit: 0.5

The primary objective of this mid-level seminar is to explore the sociolegal construction of gender in U.S. society as we question common assumptions that limit our collective understanding of the human experience. The focus of course discussion is specifically on legal issues that seem to be particularly affected by our societal understanding of women as presently constructed—for example, sexual harassment, rape, and domestic violence. Prerequisite: introductory sociology course, LGLS 110, or permission of the instructor. This course also satisfies a requirement of the concentration in women's and gender studies, the concentration in law and society, and the American studies major. Offered every two years.

Instructor: Kohlman

SOCY 232 Sexual Harassment:Normative Expectations and Legal Questions

Credit: 0.5

This mid-level seminar provides the opportunity for students to become conversant with the wide range of experiences that may appropriately be called sexual harassment. The course is guided by the principle that sexual harassment is not, as many seem to think, simply a byproduct of sexual desire or misguided attraction. Sexual harassment is about power—gaining power or retaining power in institutional settings. We will explore this concept both as legal construction, calling for specific determinants, and as a normative concept which arises in casual conversation and lived experience. Prerequisite: introductory sociology course, LGLS 110, or permission of the instructor. This course also satisfies a requirement of the concentrations in African diaspora studies and law and society, and it may be counted toward the major in American studies and women's and gender studies. Offered every two to three years.

Instructor: Kohlman

SOCY 233 Sociology of Food

Credit: 0.5

This course explores the social world(s) we live in by analyzing what we eat, where it comes from, who produces it, who prepares it, and how. In the first few weeks of class, we examine the patterned culinary choices of ordinary Americans like ourselves; how American foodways are differentiated by gender, race/ethnicity, and class; and how political, social, and historical forces have shaped these patterns in ways that are not necessarily obvious to the sociologically untrained eye. We then shift our focus away from ourselves and our own sociologically conditioned eating habits to analyze the local, regional, and global processes and factors that bring food to our table. One of the major themes here is the greater social and spatial distances that our food travels from field, farm, or factory to consumers in the United States and in other parts of the Western Hemisphere, and how these distances complicate and sometimes obscure the unequal power relations at the root of food production and consumption. Our exploration of the global ties that bind consumer and producer ends with a look at how social activists around the world have organized collectively to reduce these distances and inequalities. Prerequisite: introductory Sociology course or permission of the instructor. Offered every other year.

Instructor: Johnson

SOCY 234 Community

Credit: 0.5

Humans are essentially social beings, and so living in communities is fundamental to our humanity. This course will examine the nature and dynamics of community. The changing character of community in modern and postmodern society will provide the central theme of our investigation. Given Kenyon's location, we will pay particular attention to rural community life. The course will close by examining efforts to build effective communities. Throughout our investigation, we'll consider the central place of community study as a method for understanding human society within sociology. Prerequisite: introductory sociology course or permission of instructor. Offered every other year.

Instructor: Sacks

SOCY 235 Transnational Social Movements

Credit: 0.5

Especially since the civil rights, student, and anti-war movements of the 1950s and 1960s in the United States, sociologists have studied how individuals mobilize collectively and self-consciously to promote social change at a national level. Building on this tradition, this mid-level course examines a recent wave of protest movements that self-consciously organize across national borders. Under what circumstances and with what chances of success do national movements form alliances that cross borders? Is it true that globalization has generated new resources and strategic opportunities for the rise of transnational movements? In an age of accelerated globalization, do national borders still contain movements in any significant way? We will address these questions and others using case studies of contemporary environmental, anti-sweatshop, indigenous rights, and religious movements. Prerequisite: introductory sociology course and sophomore standing. Offered every two years.

Instructor: Johnson

SOCY 237 Borders and Border Crossings

Credit: 0.5

Popular conceptions of globalization often allude to the growing magnitude of global flows and the stunning rapidity with which capital, commodities, culture, information, and people now cross national borders. From this characterization, one might conclude that national borders—and indeed nation-states themselves—are becoming increasingly porous and irrelevant as sources or sites of social regulation and control. This course examines the material reality of border regions and movement across them as a means of interrogating these assumptions and exposing how globalization rescales and reconfigures power differentials in human society but does not eliminate them. It scrutinizes technological, economic, political and ideological forces that facilitate border crossings for some groups of people under particular circumstances, then explores the seemingly contradictory tendency towards border fortification. Topics include: regional trade integration and political economy of border regions; the global sex trade and illegal trafficking of economic migrants; global civil society and sanctuary movements; paramilitary and vigilante border patrols; and the technology of surveillance. Prerequisite: introductory sociology course. Offered every other year.

Instructor: Johnson

SOCY 240 Sociology of Deviance

Credit: 0.5

Our common sense tells us that certain acts are "wrong"; that particular persons who engage in them are "deviant." But common sense suggests little about how and why a particular act or actor comes to be understood in this way. This course explores the origins and significance of deviance within social life. The distinction between being different and being deviant is carried throughout the semester. Emphasis is also given to the increasing importance of psychotherapy in our response to the deviant. This course provides a substantial introduction to criminology, with consideration of the social characteristics of offenders and victims, crime rates, and various justifications of punishment. This course should be of interest to students within many majors who are concerned with theoretical, practical, and ethical questions concerning the concepts of good and evil as foundations of human society. Prerequisite: introductory sociology course or permission of instructor.

Instructor: Macionis

SOCY 241 Sociology of Gender

Credit: 0.5

Sociology has long recognized the different roles of men and women in society, but the systematic, sociological analysis of how and why these roles have been developed and maintained is relatively new. This course will analyze the social construction of gender and its salience in our everyday lives. Using sociological theory and the context of gender, we will link the private experiences of individuals to the structure of social institutions. The course will begin with the familiar world of socialization and move to the more abstract level of institutions of social control and sex-based inequalities within social institutions, including the economy and family. We will conclude by discussing the sociological possibilities for change in our social constructions of gender and sex roles. Prerequisite: introductory sociology course or permission of the instructor. Offered every two years.

Instructor: Kohlman

SOCY 242 Science and Society: Nature, Ecology, and the Crisis of The Enlightenment

Credit: 0.5

The first part of this mid-level course will examine the underlying philosophical and sociological foundations of modern science and rationality. It will begin by examining the differences between the ancient Greek and medieval views of physics, causality, and organic nature and the modern worldview of natural science in Galileo, Descartes, and Newton. We will then turn to the debates within the philosophy of science (Burtt, Popper, Kuhn, Quine, Feyerabend, and Rorty) and the sociology of science (Scheler, Ellul, Leiss, Marcuse, and Habermas) about the nature of scientific inquiry and the social/political meaning of scientific discoveries. Does science investigate the essential reality of nature, or is it influenced by the wider social relations and practical activities of modern industrial life? Does science reflect the nature of reality or the nature of society? We will deal with the expanded rationalization of modern society: the application of science and technological rationality (efficiency, productivity, and functionality) to economic, political, and social institutions. We will examine the process of modernization and rationalization in science, labor, politics, the academy, and ecology. Finally, we will discuss the debates within the environmental movement between the deep and social ecologists as to the nature and underlying causes of the environmental crisis. Readings will be from T. Kuhn, M. Berman, H. Braverman, E. A. Burtt, M. Horkheimer, C. Lasch, F. Capra, and M. Bookchin. Prerequisite: introductory sociology course.

Instructor: McCarthy

SOCY 243 Social Justice:The Ancient and Modern Traditions

Credit: 0.5

This mid-level course will examine the various theories of ethics and social justice from the ancient Hebrew tradition of Torah and the prophets, New Testament writers Luke and Matthew, and medieval natural law, to modern discussions about social, political, and economic justice. We will explore how critical social theory has been applied within the political and economic context of modern industrial societies and how biblical and later religious teachings have been used as the basis for social ethics. Questions of justice, freedom, development, individualism, and alienation will be major themes in this study of capitalism, Christianity, and Marxism. Special emphasis will be on contemporary debates about the ethics of democratic capitalism from within both conservative theology and philosophy and radical liberation theology. Readings will be from the Bible, Papal encyclicals, the American Catholic bishops' letter on economics and social justice, Friedman, Novak, Baum, Miranda, Fromm, Pirsig, Schumacher, and N. Wolf. Prerequisite: permission of the instructor. This course is cross-listed as RLST 380.

SOCY 244 Race, Ethnicity, and American Law

Credit: 0.5

This mid-level course focuses on the American legal system's effect on racial, ethnic, and minority groups in the United States as well as on the manner in which such groups have influenced the state of the "law" in this country. It is intended to stimulate critical and systematic thinking about the relationships among American legal institutions and selected racial, ethnic, and minority populations.The class will examine various social and cultural conditions, as well as historical and political events, that were influenced in large part by the minority status of the participants. These conditions will be studied to determine in what ways, if any, the American legal system has advanced, accommodated,

or frustrated the interests of these groups. Through exposure to the legislative process and legal policymaking, students should gain an appreciation for the complexity of the issues and the far-reaching impact that legal institutions have on the social, political, and economic condition of racial, ethnic, and minority groups in America. The primary requirement of this course is completion of a comprehensive research project. Prerequisite: introductory sociology course or permission of instructor. This course may be counted toward the law and society concentration and the American studies major.

Instructor: Sheffield

SOCY 245 Cultural Sociology

Credit: 0.5

This course examines the influence of shared meanings and practices on a variety of dimensions of contemporary American social life, including race, class, religion, political participation, close relationships, economics, and social commitment. We will consider the following questions: What is culture? How does culture operate in society? How does culture interact with social institutions and with individuals? How do we study culture sociologically? Fundamentally, cultural sociology is a way of seeing society; the goal of the course is for you to learn to see the structured meanings and practices that order all of our lives, and the possibilities the culture provides for us to influence our society's future course. Our emphasis is distinctly on the contemporary American cultural mainstream. We will discuss in class the question of whether or not such a "mainstream" exists and, if so, how we might understand it. Our starting assumption is that it is essential for Americans to understand the themes of their own culture if we are to be responsible global citizens. Prerequisites: introductory sociology course or permission of instructor.

Instructor: Hotchkiss

SOCY 246 American Folk Music

Credit: 0.5

Music, like all art, is created, expressed, and understood within a social context. This mid-level course examines the relationship between art and society through a focused investigation of American folk music. Themes of particular interest include the movement of music across the color line and between folk and popular culture. Prerequisite: introductory Sociology course or permission of instructor. Offered every two to three years.

Instructor: Sacks

SOCY 247 Class Studies

Credit: 0.5

Class studies is an emergent area of sociological study. This course serves as an introduction to that broad area. We will discuss theories of class, questions of class cultures, and the political relevance of class analysis (issues of class struggle). The readings will cover cultures and issues relevant to the working, middle, and elite classes. Throughout the course we will pay close attention to how class intersects with other social identities, such as those of race, ethnicity, gender, sexual orientation, age, religion, and nationality. Prerequisite: introductory sociology course.

Instructor: Hurst

SOCY 249 Knowledge of the Other: Journey to the East

Credit: 0.5

In this course—cross-listed in Asian Studies Programs, we deal with some of the fundamental questions in our global age: How do we understand a culture or society that is radically different from our own? This course has two parts. In the first half, we read theoretical texts such as Said's *Orientalism*, excerpts from Hegel's and Marx's writing on race and world history, recent work on the epistemology of ignorance, studies of religion from the East (Lopez and Masuzawa), as well as debates about the "clash of civilizations" (Huntington) and the "geography of thought" (Nisbett) in order to conceptualize the notion of "the Other" and our relationship with "the Other." In the second half, we focus on writings about Asia (Tibet, Japan, and China), such as travel writing, historical analysis, and fiction. By analyzing these accounts of the journey to the East, we learn to recognize the complex relationships we have with the cultural, religious, and social traditions that are radically different from our own, with the hope that we can develop a meaningful connection with them through reflective understanding. This course helps both sociology and Asian studies students theorize the complex and creative relationship between oneself and "the Other," and it is of use to students who have recently returned from study abroad (particularly Asia), as well as the ones who are preparing to go abroad. Prerequisite: introductory sociology course or permission of the instructor. Offered every other year.

Instructor: Sun

SOCY 250 Systems of Stratification

Credit: 0.5 QR

The primary objective of this mid-level seminar is to investigate systems of stratification through reading texts and sociological studies. The class will also provide regular opportunities to investigate several different data sets to pursue questions which arise from a reading of the texts we cover during the course of the semester. Stratification topics to be covered include education, gender, class, sexuality, and race as they have permeated U.S. society and, therefore, as they have shaped the everyday lived experience of U.S. citizens. With a heavy emphasis upon the critical assessment of quantitative information as presented in the readings for this course, as well as the use of quantitative analysis, this course satisfies the "Quantitative Reasoning" requirement of Kenyon's general education requirement. This course also satisfies a requirement of the African diaspora studies concentration and may be counted toward the American studies major. Prerequisite: introductory sociology course or permission of the instructor. Offered every two years.

Instructor: Kohlman

SOCY 262 Linking Classical Tradition to Contemporary Theory

Credit: 0.5

The purpose of this course is to guide students to draw linkages from classical theory to the formation of contemporary sociological theory. Discussion will be guided by the personal biographies of the theorists: their family background, where they were educated, and what events or persons they were influenced by as they formulated the theories for which they are known. The emphasis is placed upon acquiring breadth of knowledge, rather than depth. (For a more comprehensive understanding of many of the theorists discussed in this class, students are directed to SOCY 361: Classical Social Theory and SOCY 362: Contemporary Social Theory.) This course is not intended for seniors, although it is required for all majors. Students are advised, then, to enroll in this class as soon as they begin to consider majoring in Sociology.Prerequisites: introductory sociology course and sophomore standing. Offered every year.

Instructor: Kohlman, Sun

SOCY 271 Methods of Social Research

Credit: 0.5

Knowing how to answer a question, including what constitutes good evidence and how to collect it, is a necessary ability for any sociologist, or for any student reading the sociological research of others. The primary goal is to understand when and how to use research strategies such as survey questionnaires, interviews, fieldwork, and analysis of historical documents. Students will conduct small-scale research projects using these techniques. This course is not intended for seniors, although it is required for all sociology majors. Students are advised, then, to enroll in this class as soon as they begin to consider majoring in Sociology. Prerequisites: introductory sociology course and sophomore standing. Offered every year.

Instructor: Thomas, Hotchkiss

SOCY 361 Classical Social Theory: Marx, Weber, and Durkheim

Credit: 0.5

This course examines the development of classical social theory in the nineteenth and early twentieth century. In the first part, we will stress the philosophical and intellectual foundations of classical theory in the works of Descartes, Hobbes, Locke, Hume, Kant, and Hegel. We will examine how social theory integrated modern philosophy, classical political science (law), and historical political economy in the formation of a new discipline. Distinguishing itself from the other social sciences as an ethical science, classical sociology, for the most part, rejected the Enlightenment view of positivism and natural science as the foundation for social science as it turned instead to German idealism and existentialism for guidance. It also rejected the Enlightenment view of liberal individualism and utilitarian economics, and in the process united the ancient ideals of ethics and politics (Aristotle) with the modern (neo-Kantian) concern for empirical and historical research. The second part of the course will examine the classical analysis of the historical origins of Western society in the structures and culture of alienation (Marx), rationalization (Weber), and anomie and division of labor (Durkheim). At the methodological level, we will study the three different views of classical science: critical science and the dialectical method (Marx), interpretive science and the historical method of understanding and value relevance (Weber), and positivistic science and the explanatory method of naturalism and realism (Durkheim). Prerequisite: introductory sociology course and one additional sociology course, and permission of the instructor. Offered generally every three out of four years.

Instructor: McCarthy

SOCY 362 Contemporary Social Theory

Credit: 0.5

Social theories offer systematic explanations of human behavior as well as insights into the historical moments in which they were created. In this course we will investigate some of the last century's major theories concerning the nature of society and the human social process. Most of these sociological theories are American in origin, but some new developments in Western European thought will be included as well. Specific theories to be considered include (1) the functionalist theory of Talcott Parsons; (2) social behaviorism, as articulated by George Herbert Mead; (3) Peter Berger and Thomas Luckmann's sociology of knowledge; (4) the critical theory of Herbert Marcuse; and (5) intersection theory, as developed by Patricia Hill Collins. The consideration of the intellectual and social contexts in which these theoretical traditions have arisen will be central to our analysis throughout. This course will be of value to students interested in developing a systematic approach to understanding society and should be especially relevant to those concentrating in the social sciences. Prerequisite: sophomore standing, introductory sociology course and one additional sociology course or permission of instructor. Offered generally every three out of four years.

Instructor: Sacks

SOCY 372 Quantitative Research Methods

Credit: 0.5 QR

Ever wonder how sociologists gather the information upon which they base their claims? Curious about all those charts and graphs in newspapers and magazines? Thinking about a career in marketing, survey research, or program evaluation? This course is designed for students who want to become proficient in doing and understanding social research. The focus of this class is survey research and, on some occasions, the course will include work in conjunction with a local community agency. In all instances when the course is taught, students will learn the basics of survey design, administration, and analysis while also learning to write and present their research findings. Prerequisites: sophomore standing, introductory sociology course and SOCY 271. Offered every 2-3 years.

Instructor: Kohlman

SOCY 373 Qualitative Methods

Credit: 0.5

This course focuses on learning to use qualitative methods to answer questions about social life. We will discuss individual and group interviews, observational techniques, and content analysis of documents and visual images. Students will practice using these techniques by carrying out a semester-long research project using these methods. We will also discuss the "nuts and bolts" of designing a research project, writing research proposals, collecting data, analyzing data, and writing up qualitative research. Finally, we will contextualize this practical instruction with discussions of research ethics, issues of reliability and validity in qualitative research, the relationship between qualitative methods and theory-building, and the place of qualitative methods in the discipline of sociology. Prerequisites: sophomore standing, introductory sociology course and SOCY 271. Offered every two years.

Instructor: Johnson

SOCY 398 Junior Honors

Credit: 0.5

SOCY 421 Gender Stratification

Credit: 0.5

This upper-level seminar critically examines several genres of literature on the social roles of men and women at both the social-psychological and structural levels of society. We will discuss, in particular, concepts such as socialization, attitudes, interpersonal behavior, work roles, stratification by race and class as related to gender, and social problems that arise due to gender inequality. This course also satisfies a requirement of the concentrations in African diaspora studies, law and society, and women's and gender studies, and may be counted toward the major in American studies. Offered every two to three years, in rotation with SOCY 422.

Instructor: Kohlman

SOCY 422 Topics in Social Stratification

Credit: 0.5

The primary objective of this advanced seminar is to pursue a comprehensive examination of contemporary issues which determine social stratification in the United States and, thereby, impact public policy and societal values. Some of the topics which may be addressed during the course of a semester are race relations in the United States, gender, work, family, sexuality, poverty, and religion. The topics covered from one semester to the next may change radically or not at all, though they will be of importance to any discussion of the institutional forces which govern our society. Enrollment strictly limited. Prerequisites: sophomore standing and an introductory sociology course or permission of the instructor. Offered every two to three years, in rotation with SOCY 421.

Instructor: Kohlman

SOCY 423 Women, Health, and Medicine

Credit: 0.5

This course will examine women's health from a variety of levels. The course will draw mainly on the work of sociologists and gender scholars. Using these theoretical perspectives, we will examine the social, historical, and political context of women's health. We will begin with an overview of the biopsychosocial context of women's health and inequalities in health status. We will then look at women in the medical system as both patients and providers. We will pay particular attention to how these experiences are affected by race, class, gender, and geography. We will then examine several topics which are particularly important for women's well-being, including reproductive health and the medicalization of women's bodies. We will end the course with a look at the political context of women's health and how women have organized for change. In particular, we will look at the women's health movement in the United States and the global politics of women's health. While we will discuss some health problems that are of particular concern to women, we will move beyond specific health problems to analyze how women's health problems develop, are perceived, and are responded to both medically and socially in contemporary society. Prerequisites: sophomore standing and an introductory sociology course or permission of instructor. This course may be counted towards the Women's and Gender Studies major. Offered every two to three years.

Instructor: Thomas

SOCY 424 Vigilantism and the Law

Credit: 0.5

Why and under what historical conditions have particular groups of American citizens mobilized to take the law into their own hands? From the posses of the nineteenth-century Wild West, to the twentieth-century Klan lynchings, to the emergence of contemporary right-wing "patriot" and militia movements, American history is replete with instances of extralegal or "self-help" justice administration. This seminar surveys the history of vigilantism in the United States against the backdrop of national state consolidation and the evolution of this country's criminal justice system. Through analysis of primary and secondary texts covering a broad range of vigilante movements, it explores how the line between public and private administration of penal law has shifted over time and across geographical regions. This class will be run as a Socratic seminar that fosters learning through individual and collective analysis of course material. It will also allow students to develop the skills to conduct independent empirical research and to analyze findings in interaction with seminar participants. Prerequisites: sophomore standing and an introductory sociology course. Offered every two to three years.

Instructor: Johnson

SOCY 425 Gender and the Welfare State

Credit: 0.5

The welfare state refers to a system through which the government provides social insurance programs, social assistance, universal entitlements, and public services to its citizens (such as health care, education, pension, among others). National ideologies of citizenship, motherhood, femininity and masculinity help shape the character of welfare states. This course will look at the relationship between the configuration of welfare states and power relations, men's and women's participation in the labor market, gendered access to resources, and care needs such as child care and elderly care. Readings will focus on the U.S. and European countries. Students' independent research may also focus on other countries, with permission of instructor. Prerequisites: sophomore standing, introductory sociology course, WMNS 111, or permission of instructor. This course may be counted towards the women's and gender studies major and will be offered every two to three years.

Instructor: Thomas

SOCY 430 Meaning in Modern Society

Credit: 0.5

Sociologists consider modern societies to be faced with a crisis of meaning. Meanwhile, many Americans are responding to this crisis of meaning, using words like "spirituality" and "soul" to talk about a dimension of life that they feel is neglected in modern society. This dimension has something to do with religion, and yet it's different from what many people think of when they think about religiosity. Often, when people talk about spirituality, they are describing an interest in meaningfulness and a deeper experience of life. Americans' interest in spirituality can be studied sociologically, and many of our greatest classical and contemporary sociologists have spoken to questions of modern meaninglessness. This course is an introduction to the sociological conversation about contemporary spirituality and the search for ultimate meanings in modern society. We will consider the following questions: (1) What is meaning, and what makes a society comparatively meaningful or meaningless? (2) What about modern society makes meaning a problem, and what resources does modern society offer for renewed meaningfulness? (3) What are modern people doing to bring a sense of meaningfulness into life, and how can we understand their efforts sociologically? Prerequisites: sophomore standing and previous coursework in sociology or religious studies, or permission of the instructor.

SOCY 440 Blackface: The American Minstrel Show

Credit: 0.5

The most popular form of stage entertainment in the nineteenth century, the minstrel show continues to have profound effects on American culture. In this advanced seminar we will explore minstrelsy as a musical, theatrical, and social phenomenon. Issues to be considered include the interplay of African and European music and culture on American soil, the rise of popular culture, the public portrayal of gender and ethnicity, and race relations. We will examine readings from a variety of disciplines as well as original materials (scripts, photographs, audio recordings, and film) related to minstrelsy from the last two centuries. Prerequisite: written permission of instructor. This

course fulfills the senior seminar requirement in the African diaspora studies concentration and the American studies major. Offered every two to three years.

SOCY 450 French Social Theory

Credit: 0.5

This course offers a systematic account of French social theory since the end of the nineteenth century, when sociology became an institutionalized academic discipline in France. We analyze the key theoretical texts that have influenced sociologists in France and beyond, examine the methodological debates that have engaged generations of theorists, and discuss several empirical studies that shed light on the ways social theories are connected to empirical inquiry. The course follows the historical trajectory from positivism to anthropological theory at the turn of the twentieth century, and from structuralism to poststructuralism in the postwar era. We focus on the key ideas and concepts in classical theorists such as Comte, Durkheim, and Mauss, and contemporary theorists such as Levi-Strauss, Sartre, De Beauvoir, Althusser, Foucault, and Bourdieu. Prerequisites: sophomore standing and an introductory sociology course or permission of the instructor. Offered every two years.

Instructor: Sun

SOCY 461 German Social Theory

Credit: 0.5

This seminar examines the evolution of German social theory in the twentieth century. Following a summary of the major tendencies and questions in social theory during the Weimar period, the course will consider a wide range of traditions, including phenomenology, existentialism, psychoanalysis, hermeneutics, Marxism, and Critical Theory. Readings will include the works of Nietzsche, Freud, Adorno, Horkheimer, Fromm, Arendt, Marcuse, Gadamer, and Habermas. Prerequisite: permission of instructor. Offered every two years.

Instructor: McCarthy

SOCY 463 Intersectional Theory

Credit: 0.5

This upper-level seminar explores the emerging paradigm of intersectionality. Its principal objective is to develop an understanding of the ways in which the salient identities of class position, race, and gender function simultaneously to produce the outcomes we observe in the lives of individuals and in society. While there is a large body of literature in each of the three areas (class, race, gender), only recently have theorists and researchers attempted to model and analyze the "simultaneity" of their functioning as one concerted force in our everyday lives. We will pursue this objective in this seminar by exploring the roles of gender and race/ethnicity in the United States during the early development of capitalism and in the present, by re-examining key concepts in conflict theory through the lens of intersectional theory, and by studying the roles of class, gender, and race/ethncity at the level of the global economy today as in the past.Prerequisites: SOCY 361, SOCY 262, or permission of the instructor. This course fulfills the senior seminar requirement of the African diaspora studies concentration and may be counted toward the American studies and women's and gender studies majors. Offered every two to three years.

SOCY 465 Sociology of Knowledge: The Social Life of Knowledge in the Social Sciences and Humanities

Credit: 0.5

This course is concerned with the social life of knowledge, particularly in the social sciences and humanities disciplines. We begin with questions such as: What are the social factors affecting the formation and production of knowledge? For instance, how is aesthetic knowledge legitimized? How does a new discipline (such as sociology and psychoanalysis in early twentieth century) establish its authority? How is the classification of race socially constructed? What is the gendered nature of knowledge? To answer these questions, we draw upon works of philosophers such as Kuhn and Hacking, as well as social theorists such as Foucault and Bourdieu, to formulate our theoretical framework. We then examine empirical studies by sociologists such as Becker, Lamont, Collins, and Abbott to understand how institutional structures, shifting disciplinary boundaries, professionalization, and power relations play important roles in the social life of knowledge. Prerequisites: sophomore standing and an introductory sociology course or permission of the instructor. Offered every other year.

Instructor: Sun

SOCY 477Y Fieldwork: Rural Life

Credit: 0.5

This course provides an introduction to fieldwork techniques and to the ethical and political issues raised by our purposeful involvement in other people's lives. Students will spend considerable time conducting original field research throughout Knox County. Our research will consider issues related to the character of rural society. The results of this research will provide the basis for a major public project. Fulfills: The senior seminar requirement in American studies. Prerequisites: written permission of instructor.

Instructor: Sacks

SOCY 478Y Fieldwork: Rural Life

Credit: 0.5

See the course description for SOCY 477Y.

Instructor: Sacks

SOCY 489 Senior Seminar

Credit: 0.5

This advanced seminar, required of all senior majors, explores fundamental issues regarding the process of sociological inquiry and the promise of the discipline. Faculty forums and student-directed discussions will consider the boundaries and purposes of sociology, the relationship between theory and research, sociological writing, and the planning and execution of scholarly research. Students will apply their understanding of these issues through individual projects on subjects of their own choosing, presenting their work in progress for critical discussion. This course is limited to senior sociology majors. Offered every fall semester.

SOCY 493 Individual Study

Credit: 0.5

Individual study is an exceptional, not a routine, option, with details to be negotiated between the student(s) and the faculty member, along with the department chair. The course may involve investigation of a topic engaging the interest of both student and professor. In some cases, a faculty member may agree to oversee an individual study as a way of exploring the development of a regular curricular offering. In others, the faculty member may guide one or two advanced students

through a focused topic drawing on his or her expertise, with the course culminating in a substantial paper. The individual study should involve regular meetings at which the student and professor discuss assigned material. The professor has final authority over the material to be covered and the pace of work. The student is expected to devote time to the individual study equivalent to that for a regular course. Individual studies will typically run for no more than one semester and award .5 unit of credit. In rare cases when the course must be halted mid-semester, .25 unit may be awarded.

SOCY 497 Senior Honors

Credit: 0.5

This course is for students pursuing departmental honors. Prerequisites: permission of instructor and department chair.

SOCY 498 Senior Honors

Credit: 0.5

See the course description for SOCY 497.

Some recently offered special topics include:

Political Sociology
Sociology of Sexuality
Sociology of Education
Social Change, Dictatorship, and Democracy

Women's and Gender Studies

Interdisciplinary

The major and concentration in Women's and Gender Studies offer students an opportunity to engage in two important and interrelated areas of study. Students will examine aspects of experience s that have traditionally been underrepresented (if not invisible) in academic studies—for example, the lives and works of women, the experiences of gays and lesbians. Students will also examine gender as a cultural phenomenon: as a system of ideas defining "masculinity" and "femininity" and delineating differences between "the sexes" as well as "normal" expressions of sexuality. In the process, students will encounter some fundamental methodologies of women's and gender studies, and work toward an increasingly rich understanding of gender as a social construction, one that intersects with class, race, age, ethnicity, nationality, sexual orientation, and sexual identity. In addition, students will explore the methods and concepts of women's and gender studies in a variety of academic disciplines, integrating, for instance, sociology, psychology, literature, the biological sciences, and art history.

From the debates between Wollstonecraft and Rousseau to the homosocial worlds of Walker's The Color Purple and Melville's Moby-Dick, from Barbara McClintock's work in genetics to the gendered symbolism of Mozart's Magic Flute, students will come to understand how questions of gender are deeply embedded in the liberal arts tradition.

The Major and Concentration

The major and concentration encourage and enable students to take responsibility for their own learning. Toward this end, courses will invite students to participate in a range of collaborative work. This culminates in the Senior Colloquium, where students determine the content and intellectual direction of the course as a whole. Ultimately, students are encouraged to acquire a sophisticated insight into the consequences of the social construction of gender for both women and men, an insight that empowers them to engage and question the pervasive role of gender in their own lives and communities. Students construct their major by choosing courses from the offerings of both the Women's and Gender Studies Program and more than fifteen other departments and programs across the College.

First-Year and New Students

Introduction to Women's and Gender Studies (WGS 111) is a wide-ranging interdisciplinary course designed to help students develop a critical framework for thinking about questions relating to gender. Students will examine the historical development of gendered public and private spheres, the relation of biological sex to sociological gender, and the difference between sex roles and sexual stereotypes. They will attempt to understand how racism, heterosexism, and homophobia intersect with the cultural constructions of masculinity and femininity, and consider ways to promote more egalitarian gender relations.

WGS Courses and Diversification Requirements

Courses in the Women's and Gender Studies Program may count toward students' collegiate diversification requirements in either social sciences or humanities.

WGS 111 (Introduction to Women's and Gender Studies) plus one other WGS course would count for either the social sciences requirement or the humanities requirement, based on the combination of courses. Pairings and their designations are as follows:

- WGS 111 and WGS 121: Human Sexualities (Social Sciences)
- WGS 111 and WGS 221: Gender and Film (Humanities)
- WGS 111 and WGS 330: Feminist Theory (Social Sciences)
- WGS 111 and WGS 331: Feminist Methodology (Social Sciences)

Requirements for the Major

Credits: 6 units will be required for the major (3 required and 3 elective)

1. **Introductory requirement:** .5 unit
   WGS 111 Introduction to Women's and Gender Studies
2. **Mid-level requirements:** 1 unit
   WGS 330 Feminist Theory
   WGS 331 Feminist Methodologies
3. **Diversity and globalization:** 1 unit
   Students must take two courses that focus on the social and cultural issues of U.S. and/or world peripheral communities. Consult the director for a list of courses that may be applied to this requirement.
4. **Cluster concentration:** 2 units
   Majors will be required to declare in writing a cluster of related courses that will form the foundation of their major. These clusters might be largely disciplinary (Spanish area studies, English literature, psychology), or they might be interdisciplinary (sexuality, international studies, American studies, biosocial sexual study of gender). Upon supplying a justification and obtaining permission of the program director, students may count .5 unit of non-WGS courses toward this cluster requirement.
5. **Open electives:** 1 unit.
6. **Senior Colloquium:** .5 unit
   WGS 481 (Senior Colloquium) examines a topic central to feminist thought. It includes current feminist texts and incorporates multidisciplinary analyses of race, class, and sexuality, in addition

to gender. The course culminates in a public presentation by colloquium members. Senior majors and concentrators will meet in the fall to design the colloquium, which will be offered spring semester.

7. **Senior Exercise** (see below)

Senior Exercise

The Senior Exercise for the major in women's and gender studies consists of:

1. Designing and planning the Senior Colloquium (WGS 481) in the fall.
2. Creating an annotated bibliography reflecting the specialization and cluster chosen by each student, due at the end of the fall semester. The annotated bibliography should be interdisciplinary and consist of the most relevant and current research applicable to the student's chosen interdisciplinary cluster. Accompanying the bibliography will be a five-page essay introducing the bibliography and discussing the state of the field as well as areas that warrant further research.
3. Passing the Senior Colloquium (WGS 481) in the spring.

Honors

The major who wishes to participate in the Honors Program must have an overall GPA of 3.33, and 3.5 in the major. The candidate in honors will complete all requirements for the major as well as the Senior Exercise. He or she will take two semesters of independent study and will design and complete a research project. This project should integrate both feminist theory and methodologies, as well as the student's chosen disciplinary or interdisciplinary cluster. Each honors student will prepare an annotated bibliography on her or his chosen project midway through the fall term. After approval, the senior honors project will be undertaken in consultation with a project advisor.

We encourage students to think boldly and innovatively about the kinds of projects they undertake and about how those projects interact with and benefit their communities. Senior honors projects might include gender-focused sociological or historical studies undertaken locally; exhibitions, productions, or installations of gender-exploratory art, music, or theater; or political, social, and/or environmental service-oriented or activist work. Students will be closely mentored throughout their projects and, in the spring, will be evaluated by an external evaluator and by faculty in the program and in relevant disciplines. The evaluators will assess the strength of the students' overall work, as well as the strength of their self-designed, project-appropriate public presentations of that work.

Requirements for the Concentration

Credits: 3 units of courses in women's and gender studies

- Either WGS 330 (Feminist Theory) or WGS 331 (Feminist Methodologies)
- WGS 481 (Senior Colloquium). See description, above.
- Electives: Four approved courses which must be spread over at least two divisions of the College. No more than 1 unit in a single department may count toward this requirement.

Women's and Gender Studies Courses

WGS 111 Introduction to Women's and Gender Studies

Credit: 0.5

This course will introduce students to the interdisciplinary field of women's and gender studies, out of which some of the most innovative and challenging developments in recent scholarship are arising. It will provide students with critical frameworks for thinking about the social construction of gender at the personal and institutional levels. Emphasis will be placed on diverse women's significant contributions to knowledge and culture; to other areas of gender studies, including men's studies, family studies, and the study of sexuality; and to the intersections of various forms of oppression both within and outside of the U.S. The course will include both scholarly as well as personal texts, visual as well as written text. Offered every semester.

WGS 121 Human Sexualities

Credit: 0.5

This course is designed to help students develop a critical framework for thinking and writing about issues related to sexual orientation. The course will take a broad view, examining sexuality from legal, psychological, biological, cultural, ethical, philosophical, and phenomenological frameworks. We will look at the emerging fields of the history of sexuality and queer theory, out of which some of the most innovative and challenging developments in modern cultural studies are arising. No prerequisite. Offered every other year.

WGS 221 Gender and Film

Credit: 0.5

This course explores the representation and construction of gender in and through film. Adopting both an historical and theoretical approach, we will focus on how masculinity and femininity, in their various forms and combinations, are signified, how the gender of both the character and the spectator is implicated in the cinematic gaze, and how gender characterizations inform and reflect the larger culture/society surrounding the film. A wide variety of cinematic traditions will be discussed, and, although Hollywood films will form the base of the course, other national and regional cinemas will be explored, through both the screening of full-length films and numerous excerpts of others. No prerequisite. Note: This course requires attendance at weekly film showings in addition to regular class meetings; students will register for two class periods, one of which will be used exclusively for screening films. Offered every other year.

WGS 242 Transnational Feminisms

Credit: 0.5

This course examines the impact of globalization on feminist discourses that describe the cross-cultural experiences of women. Transnational feminist theories and methodologies destabilize Western feminisms, challenging notions of subjectivity and place and their connections to experiences of race, class, and gender. The course builds on four key concepts: development, democratization, cultural change, and colonialism. Because transnational feminisms are represented by the development of women's global movements, the course will consider examples of women's global networks and the ways in which they destabilized concepts like citizenship and rights. We will also examine how transnational feminisms have influenced women's productions in the fields of literature and art. Key questions include: How does the history of global feminisms affect local women's movements? What specific issues have galvanized women's movements

across national and regional borders? How do feminism and critiques of colonialism and imperialism intersect? What role might feminist agendas play in addressing current global concerns? How do transnational feminisms build and sustain communities and connections to further their agendas? Prerequisite: WGS 111 or permission of the instructor. Offered every other year.

Instructor:Clara Roman-Odio

WGS 330 Feminist Theory

Credit: 0.5

In this course, we will read both historical and contemporary feminist theory with the goal of understanding the multiplicity of feminist approaches to women's experiences, the representation of women, and women's relative positions in societies. Theoretical positions that will be represented include liberal feminism, cultural feminism, psychoanalytic feminism, socialist feminism, and poststructuralist feminism. In addition, we will explore the relationship of these theories to issues of race, class, sexual preference, and ethnicity through an examination of the theoretical writings of women of color and non-Western women. Prerequisite: WGS 111, any approved departmental course, or permission of instructor. Offered every year.

WGS 331 Gender, Power, and Knowledge:Research Practices

Credit: 0.5

This class will examine feminist critiques of dominant methodologies and theories of knowledge creation in the sciences, social sciences, and humanities. It will focus on the following questions: How do we know something? Who gets to decide what counts as knowledge? Who is the knower? In answering these questions this class will explore how power is exercised in the production of knowledge, how the norms of objectivity and universalism perpetuate dominance and exclusion, why women and other minority groups are often seen as lacking epistemic authority, and what it means to have knowledge produced from a feminist standpoint. Participants in the class will learn a variety of methods and use these methods in a group research project. In addition, we will discuss various ethical issues that feminist researchers often encounter and what responsibilities feminist researchers have to the broader political community. Prerequisite: WGS 111, any approved departmental course, or permission of the instructor. Offered every year.

WGS 481 Senior Colloquium

Credit: 0.5

This seminar will be organized around a theme to be determined by students registered for the course in consultation with the instructor during the semester prior to the beginning of the course. Previous topics include "Gender and Pornography," "Feminist Humor," "Race and Gender," "Transgressing Gender," and "Gender and Politics." Prerequisite: WMNS 330 or 331or WGS 330 or 331 or permission of instructor. Offered evey spring.

WGS 493 Individual Study

Credit: 0.25-0.5

Individual study enables students to examine an area not typically covered by courses regularly offered in the program. Typically, such students are juniors or seniors who have sufficient research and writing skills to work very independently. The course can be arranged with a faculty member in any department but must conform to the usual requirements for credit in the program: gender is a central focus, and the course draws on feminist theory and/or feminist methodologies. The amount of work should be similar to that in any other 400-level course. To enroll, a student should first contact a faculty member and, in consultation with that professor, develop a proposal. The proposal, which must be approved by the program director, should provide: a brief description of the course/project (including any previous classes that qualify the student), a preliminary bibliography or reading list, an assessment component (what will be graded and when), and major topical areas to be covered during the semester. The student and faculty member should plan to meet approximately one hour per week or the equivalent, at the discretion of the instructor. Proposals should be planned well in advance, preferably the semester before the proposed project.

WGS 497 Senior Honors

Credit: 0.5

The major who wishes to participate in the honors program must have an overall GPA of 3.33 and a GPA of 3.5 in the major. The candidate in honors will complete all requirements for the major, the Senior Exercise, and two semesters of independent study, and will design and complete a research project. This project should integrate both feminist theory and methodologies as well as the student's chosen disciplinary or interdisciplinary cluster. Each honors student will prepare an annotated bibliography on her or his chosen project midway through the fall semester. After approval, the senior honors project will be undertaken in consultation with a project advisor. Students are encouraged to think boldly and innovatively about the kinds of projects they undertake and about how those projects interact with and benefit their communities. Senior honors projects might include gender-focused sociological or historical studies undertaken locally; exhibitions, productions, or installations of gender-exploratory art, music, or theater; or political, social, and/or environmental service-oriented or activist work. Students will be closely mentored throughout their projects and, in the spring, will be evaluated by an external evaluator and by faculty in the program and in relevant disciplines. The evaluators will assess the strength of the students' overall work, as well as the strength of their self-designed, project-appropriate public presentations of that work.

WGS 498 Senior Honors

Credit: 0.5

See the course description for WGS 497.